



# ANNUAL REPORT 2018

Multicultural Education and Languages Committee (MELC)

Report for the Minister for Education



Government of  
South Australia

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The Multicultural Education and Languages Committee (MELC)

Department for Education

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## Introduction from the Chair



It is a pleasure that, on behalf of the Ministerial Advisory Committee for Multicultural Education and Languages (MELC), I offer this 2018 report. It indicates a range of activities that we undertook as part of our engagement with diverse communities in order to be able to provide the best advice to the Minister for Education on 3 focal areas: languages education, multicultural education and the internationalisation of education.

Perhaps the most memorable of these activities was the 2018 MELC Youth Forum. Young people are right to remind us that we must listen to and hear their voices and understand them as representatives of diversity. Students from 6 schools across all 3 education sectors, with their

teachers, came together to share their experiences about being multilingual. Told in multimodal ways and capturing the different facets of the multilingual experience, their stories presented their joys and challenges in learning an additional language, learning through the medium of an additional language, and indeed using their different languages in different contexts. Within no more than an hour's session, slam poet Manal Younus succeeded in getting all of the students to draw on their experiences to write their own poems and contribute to a composite one. It was a powerful experience for the students, their teachers and the members of the committee as we reflected together on the experience of living out linguistic and cultural diversity.

This kind of engagement and lived experience, accompanied by reflection, is at the heart of developing intercultural capability as one that underlies the learning in all 3 MELC focal areas.

In concluding this brief reflection, I would like to thank the international/national visitors, Professor Agnes He, Professor Anne Pauwels and Professor Gillian Wigglesworth, who challenged our thinking, along with the many educators who contributed to our discussions with them. I also thank the many educators and community members who have willingly contributed to our discussions, and the members of the committee for their ongoing work.

Associate Professor Angela Scarino  
Chair, MELC







## The Committee

### Role and purpose

The Ministerial Advisory Committee: Multicultural Education and Languages (MELC) provides advice to the South Australian Minister for Education on 3 interrelated areas of education: languages education<sup>1</sup>, multicultural education and the internationalisation of education.

MELC works collaboratively with educational and community organisations towards ensuring that:

- education for all students is enriched by engaging with linguistic and cultural diversity
- children and young people learn to operate with sophistication and ease with people across diverse languages and cultures.

That is, students learn to develop and operate with *intercultural capability*. The experience of doing so is an integral part of the learning experience of young people in a global world.

The committee is supported by the External Relations Directorate within the Strategic Policy and External Relations Division of the Department for Education.

### Terms of reference

The 2018 terms of reference of the MELC are as follows:

The Committee is responsible for:

- Promoting the teaching of languages in South Australian early childhood services and schools from early childhood through to the completion of Year 12 schooling, with a view to engaging all South Australian children and young people with languages other than English;
- Supporting the preservation of languages and cultures, as expressed in the South Australian ethnic schools system and in other community activities that promote the preservation of languages and cultural diversity;
- Encouraging the internationalisation of teaching and learning in South Australia by:
  - setting out an international context and vision for South Australian early childhood services and schools;
  - encouraging the growth of international perspectives in government and non-government education and early childhood systems, and
  - building stronger relationships with other countries through cultural and student exchanges.

In undertaking this work the Committee will form partnerships with educators, education systems and authorities, early childhood services, schools, tertiary institutions and non-government organisations in South Australia, nationally and internationally. It will engage with

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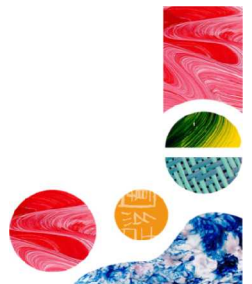
<sup>1</sup> 'Languages education' embraces all languages including Aboriginal languages, languages described as 'foreign', 'modern', 'world' or 'community', and English as an additional language. It also includes all learners – those who are learning a language of their heritage as well as those who are learning an additional language.

students, families and the wider South Australian community.

The Committee will:

- Develop plans, strategies, statements and materials that will promote languages, multicultural education and international at all levels of the South Australian education and early childhood system;
- Increase awareness and understanding of languages and multicultural education and work to position South Australia as an internationally focused education and early childhood system;
- Make recommendations to the Minister on the allocation of funds that may be provided to the Committee for the purposes described above;
- Respond to specific references that the Minister might make to the Committee from time to time; and
- Meet with the Minister at appropriate intervals to report directly on its work and to receive advice on its work program.

The Committee's work will be guided by the SA Government's *Better Together Principles of Community Engagement*.





## MELC membership

Members of MELC are appointed by the Minister for Education. Members are approved on the basis of their knowledge and experience of multicultural education, language education and international education. Associate Professor Angela Scarino has been the Chair of MELC from its inception in December 2015 and was Chair of the former MELC from 2013 to 2015.

*Table 1: MELC members during 2018*

Institutional nominees	
<b>Ms Panayoula Parha</b>	Department for Education
<b>Ms Anna Mirasgentis</b>	Catholic Education of South Australia (CESA)
<b>Mrs Deb Dalwood</b>	Association of Independent Schools of South Australia (AISSA)
<b>Professor John West-Sooby</b>	South Australian Vice-Chancellors Committee (SAVCC)
<b>Mr Hiep Nguyen</b>	South Australian Multicultural and Ethnic Affairs Commission (SAMEAC)
Minister's nominees	
<b>Associate Professor Angela Scarino</b>	Chairperson, independent
<b>Mr Binh Nguyen</b>	Deputy Chairperson
<b>Ms Lia Tedesco</b>	Educational leader (Principal, Director)
<b>Dr Michelle Kohler</b>	Leading educator
<b>Mr Mohammad Taha Shabibi</b>	Student nominee
<b>Ms Shamsiya Mohamadi</b>	Student nominee
<b>Ms Olga Kostic</b>	Parent nominee
<b>Position vacant</b>	Aboriginal person
<b>Mr Rajendra Pandey</b>	Community nominee
<b>Ms Jessica Dubois</b>	Early Childhood/Preschool Director

## MELC secretariat

The committee's secretariat provides research, project, administrative and organisational support. In 2018 it comprised the following staff:

- Ms Suzanne Bradshaw, Executive Officer (full-time)
- Ms Rachel Stone, A/Senior Project Officer (full-time) January – June
- Ms Deb Myers, A/Senior Project Officer (full-time) June – August
- Mr Philip Morgan, A/Senior Project Officer (full-time) August – December

## MELC meetings

Following the principle of ongoing consultation with relevant educational sectors, organisations and community groups, meetings took place at the venues listed in Table 2. At each meeting representatives from the particular sector/organisation/community group is invited to present to the committee on the achievements and challenges in their particular context.

*Table 2: MELC Meetings 2018*

Date	Venue and presentations
1 March	University of South Australia, Magill Campus <ul style="list-style-type: none"><li>• Presentation by Associate Professor Angela Scarino on the Research Centre for Languages and Cultures, University of South Australia</li></ul>
12 April	CESA <ul style="list-style-type: none"><li>• Presentations by Dr Neil McGoran, Director, CESA</li></ul>
24 May	The Department for Education <ul style="list-style-type: none"><li>• Discussion with Hon John Gardner, Minister for Education</li></ul>
9 August	University of South Australia, City West Campus <ul style="list-style-type: none"><li>• Professor Anne Pauwels, London University, roundtable discussion with MELC and invited guests on the topic, The changing landscape of languages education – schools and universities</li></ul>
21 September	The School of Languages <ul style="list-style-type: none"><li>• Presentation by Mr Darryl Buchanan, Executive Officer, Ethnic Schools Association of South Australia</li><li>• Presentation by Mr Lian Coyles, Strategic Policy Adviser, Department for Education on the draft Department for Education International strategy</li></ul>
24 November	Playford City Council <ul style="list-style-type: none"><li>• Presentation by Ms Karen Fullagar, Senior Manager, Community Services, City of Playford</li></ul>





## Endorsement of the MELC Statement

The MELC Statement: *Reimagining Learning as Intercultural Engagement* was endorsed by the education sector heads in 2018. It builds on the 2016 scoping paper, Towards a position statement and strategy, and describes an orientation and goals for education in linguistic and cultural diversity. The process of development was collaborative and informed by current research, with strategic input from educational sectors and a broad range of professional educational and community organisations.

The statement comprises:

- a vision
- goals for learners outlining the intercultural capabilities and dispositions that all children and young people need to develop
- an elaboration of 2 key ideas about learners and learning as intercultural engagement
- suggested approaches teachers, leaders and education sectors can use to realise this vision.

The MELC believes that work in this area requires a shift in understanding and that it is this conceptual shift that will lead to change in practice. The shift is towards an orientation to teaching and learning that positions students as participants engaging in diversity rather than as observers of diversity. The statement recognises the crucial role of languages and reinforces a whole-of-curriculum perspective that involves all educators.

The MELC Statement has resonated with principals, who are key contributors to the process of change. The statement is being seen as a focal resource for teacher professional learning.

The MELC Statement was published on the MELC website in 2018,

<https://www.education.sa.gov.au/department/about-department/minister-education/multicultural-education-and-languages-committee-melc/melc-statement>.

## Engagement with the MELC Statement

Although it was not feasible to undertake dissemination activities in 2018, the MELC Statement has had an impact on the work of the sectors, particularly in policy development.

## Research activities

MELC provides educational leadership and high-level expert advice and shares expertise in contemporary research, policy and practices relating to languages education, multicultural education and internationalisation of education.

## MELC Supported Projects for Students

The MELC projects are designed to support contemporary and innovative initiatives that engender experimentation and renewal in languages education, multicultural education and the internationalisation of education. MELC Supported Projects for Students are based on 6 principles

- **Learning in diversity** through experiences that promote learning about themselves/others and their learning and knowing in the context of diversity
- **Identity formation** through reflecting on individual perspectives, identities and belonging, and developing self-awareness of educational and life experiences
- **Experience and participation** that is personal and direct rather than indirect
- **Imagination** through experiences that foster imagination and creativity
- **Opportunities** for all students, including marginalised young people
- **Reflection** through opportunities for evaluating and reflecting on personal experience

At the completion of each project, information, project artefacts and teaching resources are made available to the wider community on the MELC website: [www.education.sa.gov.au/department/about-department/minister-education/melc/melc-supported-projects](http://www.education.sa.gov.au/department/about-department/minister-education/melc/melc-supported-projects)

### MELC projects

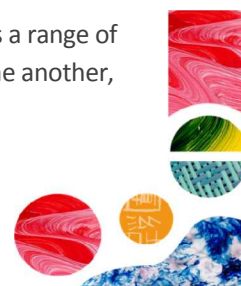
In 2018, 4 projects were undertaken: My Journey; Young Cultural Leaders program; My Kitchen and Youth Identity Music Profiles.

#### My Journey



The My Journey project was designed for students to actively participate in and reflect upon linguistic and cultural diversity, whilst considering their own linguistic, social and cultural practices and identities through a series of visual art and poetry workshops. The workshops were held with award-winning visual artist and poet Elyas Alavi. Norwood Morialta High School, Elizabeth Grove and Elizabeth Vale Primary Schools participated in this project.

Eleven workshops were held across terms 1 and 2. Students explored art-making techniques across a range of cultures. They participated in storytelling, sharing their own languages, cultures and stories with one another, expressing themselves creatively through visual art, poetry writing and performance.





At the conclusion of the project students developed group poems with the title 'I am', the title inspired by a poem by classical Persian poet Rumi. These poems were performed at a celebratory event held 4 September at Norwood Morialta High School. Students from all 3 schools participated in this event and provided insightful reflections on their experiences engaging with linguistic and cultural diversity.

*I don't know if a person can be described with words  
If we are something, then what is that something  
What makes a person a person?*

\*\*\*

*I am the world unknown, a kingdom of hidden treasures  
but a dangerous place to conquer  
I am the dreamer, reimagining the world in its beauty and horror.*

\*\*\*

*I wonder what life is about  
– What is life?  
I hear the others giggling in my ears.*

\*\*\*

تثور متى حَفَارَتِ فَأَنْتِ! اِغْضَبِ

\*\*\*

*I am a nomad in the desert, blinded by wind storms, trying to find my way  
I am a thin beam of light, in the midst of never-ending darkness and  
beyond.*

*Excerpts from the student's poems*

Working on this project has brought me so much joy, fulfilment, and growth, both professionally and personally. Students expressed that they enjoyed the project very much, as it gave them an avenue to express their own journeys, including their cultural experiences and languages spoken. The My Journey project encouraged teamwork, developed patience and respect, stimulated critical thinking, encouraged problem solving, and developed practical art and writing skills.

Elyas Alavi



### Young Cultural Leaders project

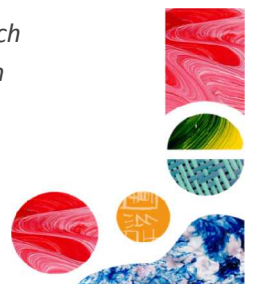
The Young Cultural Leaders project was facilitated by the South Australian-based Act Now Theatre, which worked with a group of 10 Aboriginal students in years 6 and 7 from Paralowie R-12 School.

The project aimed to build and develop students' intercultural capabilities and communication and leadership skills, with students exploring and expressing what is important to them in relation to linguistic and cultural identity. Students then shared and presented their learning and reflections with other Aboriginal students in years 1-3.



*The MELC project was helpful in terms of getting students to think about their own Aboriginal identity, interacting with other Aboriginal students, and then teaching their newly acquired skills to younger students. The sessions were also supported by one or 2 of our ASETOs, which was valuable for cultural connections and helping Aboriginal students to feel comfortable in the space and with the activities.*

*Paralowie R-12 School*







### My Kitchen

Owing to its success the previous year, the My Kitchen project was re-offered to schools in 2018. The participating schools were Marion Primary School, Christ the King Primary School, Playford College and Flinders View Primary School.

The My Kitchen project encouraged preschool and primary students to investigate cultural differences and similarities using food as a metaphor. Students investigated who works in their family kitchen and learnt about the kitchen's place in different communities and cultures.

Students developed visual art representations of their family's kitchens and pantries. Through the school-based workshops, students learned drawing, collage, monotype printing and diorama construction.



### Youth Identity Music Profiles

The success of the Youth Music Identity Profiles project in 2017 led to its being re-offered to schools again in 2018. The participating schools were Playford International College, and Tenison Woods College jointly with Mt Gambier North Primary School.

The Youth Music Identity Profiles project aimed to increase cultural awareness and support positive identity-building in secondary students from culturally and linguistically diverse backgrounds, including English, Farsi, French, Hindi, Karna Kirundi, Thai and Urdu.



The project provided students with the opportunity to engage in a conversation about music and identity by discovering, reflecting, reimagining and sharing their listening experiences using musical creativity and audio technologies. The project provided students with the opportunity to engage in a conversation about music and identity by discovering, reflecting, reimagining and sharing their listening experiences using musical creativity and audio technologies.

## The MELC Youth Forum



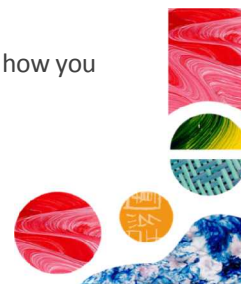
*Participants of the 2018 MELC Youth Forum*

On Wednesday, 22 August MELC hosted the MELC Youth Forum 2018: Our Languages, Our Lives at the University of South Australia, City West Campus. The MELC Youth Forum successfully brought together students and teachers from the 3 school sectors to explore the interrelated areas of languages education, multicultural education and the internationalisation of education.

Schools represented were: Cowandilla Primary School (Department for Education), Glenunga High School (Department for Education), Sacred Heart College (CESA), St George's College (AISSA), St Michael's College (CESA) and Walford Anglican School for Girls (AISSA).

In the first part of the forum each school was asked to present on the topic: How students see languages as part of their life and part of their learning, addressing the following questions:

- What languages do you know and how do you know them (where/why did you learn them)?
- How do you feel when you use particular languages?
- How do you feel when you use particular languages?
- Are there any connections between your languages? Do you ever use them together? When?
- What kinds of reactions do you get from people when you use your languages? How do you feel about that?
- What do you like about having more than one language? What does it add to your life and how you see yourself?





A variety of spoken and video presentations were made by the students, all of which provided an insightful view into their own worlds and experiences with linguistic and cultural diversity in South Australia.

In the second part of the forum students participated in a spoken word poetry activity facilitated Ms Manal Younus. Ms Younus, a poet, is also the 2018 recipient of the Ministerial Award for Leadership in Languages and Cultures.

## MELC Youth Poem 2018

Like birds learn to fly  
 I learn my mother tongue  
 and with these treasured first words  
 I will soar to many different worlds  
 learn to sing songs so foreign  
     they become familiar  
 I'll take you through this maze  
 with infinite destinations  
 each ending as unique as you and I  
 At times  
     cold and confusing  
 At times  
     terrifying  
 For we will want to speak  
 but our tongues may not move quickly enough  
 our minds may be even slower  
 The words we say  
 may sound different to those we hear  
 But we will take our time  
 as we wander through these roads  
 cross these rivers  
 meet the many  
 cultures at every corner

the countries of sun and water  
 white clouds and blue skies  
 With these words  
 we preserve periods of time  
 that would otherwise perish  
 we will recover the buried jewels  
 of our past  
 These songs  
 remind us that we end where we begin  
 that we belong to those who love us  
 and to each new home we enter  
     just as we are  
     and as whoever we become  
 We will hold the stories of our people  
     the memories of our mothers before us  
     in our hearts and on our lips  
 So we may share them with those we meet on  
 our way  
 We are citizens of the world,  
     the cosmos, mondes, mundo  
 And the world  
 is ours.

*Jood, Savva, Nicholas, Scarlett, Faraz, Chariqua, Rawan, Madeleine, Lina, Rebekah, Evdokia, Manal  
 Participants in the 2018 MELC Youth Forum*

## Ministerial Award for Leadership in Languages and Culture

The Ministerial Award for Leadership in Languages and Cultures is provided by the MELC on behalf of the Minister and administered by the Australia Day Council of South Australia (ADCSA).

Nominees must be an Australian citizen, 24 years or younger, and demonstrate:

- a commitment to advocacy for a multicultural Australia
- a high degree of competence in more than one language and culture
- outstanding qualities, including community leadership
- the ability to operate across cultures.

Nominations are received in the period August to November each year. The selection panel comprises representatives from MELC and ADCSA, although an independent person may also be co-opted to the panel at the discretion of MELC and the ADCSA. The award is announced and presented at a ceremony held at Government House in January each year.

**Award winner: Manal Younus**



*Associate Professor Angela Scarino with  
Manal Younus*

Manal is a young Muslim women of Eritrean origins who, through her storytelling, community work and advocacy, has been a great contributor to the national discussion on linguistic and cultural diversity, what it means to be different and how to be an agent of change.

Manal is a spoken word (performance) poet and storyteller who uses her poetry not only to explore her own sense of identity, but also to provoke discussion relating to issues of linguistic and cultural diversity, racism and prejudice. Through her poetry and performance, Manal empowers others to find and develop their own voices and encourages them to question perspectives in order to engage with and embrace diversity.

Manal works with Welcome to Australia, a non-for-profit organisation that aims to cultivate a culture of welcome to our nation, support new arrivals and refugees, and develop programs that elevate the national conversation around refugees, immigration and multiculturalism. Manal also works with ActNow Theatre to engage communities and schools in discussions about racism

and cultural safety and assists high school students and community leaders to develop practical skills for 'responding to racism'.







### Commendation: Apiu Nyang

Apiu is a young South Sudanese Australian who arrived in Australia in 2006. Apiu is passionate about her own culture and about engaging with linguistic and cultural diversity. Apiu is a strong advocate for newly arrived refugees through her role as Youth Ambassador with the Australian Refugee Association. In her school life at Nazareth Catholic College, Apiu has been a leader in the school's culture club and instrumental in enabling educators to help plan focused activities around cultural integration and experiencing diverse languages and cultures.

Through her advocacy, poetry, speeches and presentations Apiu shines a spotlight on volunteerism, advocacy and social justice and supports young people to embrace their cultural identity and share their own experiences, languages and cultures so as to teach and lead others.



*Associate Professor Angela Scarino  
with Apiu Nyang*

### The Smolicz Award

The Smolicz Award was established in 2009 to honour the legacy of Professor Jerzy (George) Smolicz AM (1935–2006) in the areas of languages and multicultural education.

During 2018 MELC worked in conjunction with Dr Margaret Secombe on behalf of the Smolicz family, the Adelaide Secondary School of English (ASSOE) and the School of Languages to develop a small-scale research project: *Student experiences and perceptions about their literacy development and language(s) practices*.

The project aims to provide schools and educators with a foundation for working with recently arrived refugee students of Syrian and Nepali backgrounds studying in secondary schools in metropolitan Adelaide. This foundation will give teachers and schools the tools to strengthen students' literacy development and intercultural capabilities, thus helping them engage successfully with their learning and school communities.

The outcomes of this project will provide some insights into the experiences and perceptions of these students in their literacy development, language(s) practices and learning needs.

The project will be conducted in 2019 with ASSOE students as well as with previous students of the ASSOE who have transitioned within the last 12 months to mainstream government and non-government secondary schools in metropolitan Adelaide.

## Engagement with educational and community organisations

MELC establishes and maintains relationships with a wide range of educational and community organisations, building partnerships with them to strengthen contemporary understandings and practices in relation to linguistic and cultural diversity.

### Public lectures and roundtable discussions

By engaging with lead thinkers in the fields of languages education, multicultural education and international education through a series of public lectures, roundtable forums and youth forums, MELC seeks to advance educational discussion and debate that will motivate educators to change practices.

#### Professor Agnes He



*Associate Professor Angela Scarino  
with Professor Agnes He with  
participants at the public lecture*

In July, MELC welcomed leading international academic, Professor Agnes He, who presented a public lecture, 'From possibilities to proficiencies: challenges facing heritage language education'.

Focusing on perspectives and pathways towards higher heritage language (HL) proficiencies, she drew on an ethnographic-narrative approach to examine the perspectives held by various stakeholders concerning the shifting values and uses of HL across the learner's lifespan. She also explored viable pathways for enhancing HL proficiency for different HL learners with different life trajectories.

Agnes Weiyun He is Professor of Applied Linguistics, Founder and Director of the Center for Multilingual and Intercultural Communication and currently Chair of the Department of Asian and Asian American Studies at SUNY Stony Brook University.





## Professor Anne Pauwels



*From left: Professor Anne Pauwels, Ms Lia Tedesco, Principal, The School of Languages, Associate Professor Angela Scarino and Mr David Meziniec, Principal Tenison Woods College, Mt Gambier at the public lecture*

In August, Professor Anne Pauwels, Professor of Sociolinguistics at the School of Oriental and African Studies, University of London, delivered a public lecture titled 'Survival multilingualism: linguistic practices in refugee camps'.

Between 2015 and 2017 Europe experienced a massive influx of migrants and refugees estimated to be more than 3 million people. It soon transpired that many European countries (both European Union members and non-members) were poorly prepared to deal with this situation administratively, politically, socio-economically, culturally and linguistically.

This talk focused on this 'new' linguistic scenario becoming prevalent in an increasing number of countries and reflected on the possible role that can or should be played by 'us' in improving

this interactional process. The data drawn upon in the lecture derived from a current interdisciplinary project entitled Linguistic and Intercultural Mediations in the Context of International Migrations (LIMINAL), funded by the French National Agency for Research.

The recording of the Anne Pauwel's lecture can be found on the MELC website

<https://www.education.sa.gov.au/departments/about-department/minister-education/multicultural-education-and-languages-committee-melc/melc-events>

## Roundtable discussion

In addition to delivering the public lecture, Professor Pauwels met with MELC members and invited guests in a roundtable discussion on issues specific to the promotion of multilingual education. The program of discussions with Professor Pauwels also included a roundtable discussion with MELC and invited guests from the school and tertiary education sectors on the topic, 'The changing landscape of languages education ... schools and universities'.

In particular, this roundtable event discussed languages education nationally and internationally; how various jurisdictions approach languages education; and the importance of lifting the awareness of linguistic and cultural diversity within the broader community.

### Professor Gillian Wigglesworth

On Tuesday 23 October MELC hosted a roundtable discussion led by Professor Gillian Wigglesworth – Director, Research Unit for Indigenous Languages and Deputy Dean, Faculty of Arts, University of Melbourne on the topic, ‘Attendance and remoteness: unpacking the NAPLAN data for very remote schools’.

Held at the University of South Australia, the roundtable discussion successfully brought together education sector leaders, teachers, public servants and academics.

In her introductory presentation, Professor Wigglesworth:

- presented an overview of the Indigenous population in the Northern Territory in the context of the data analysis undertaken in the Wilson Report, *A Share in the Future: A Review of Indigenous Education* (2013), commissioned by the Northern Territory Government, and the Northern Territory-based National Assessment Program – Literacy and Numeracy (NAPLAN) data
- reported on a reanalysis of this data, which has provided the foundation for her own recent work in this area.

Professors Wigglesworth’s presentation highlighted the valuable work currently being conducted on identifying the effect of remoteness in education and the uses of NAPLAN for this community.

The roundtable discussions generated the following comments:

- Home languages play a critical role in the literacy development of Aboriginal children.
- NAPLAN has a negative impact on languages provision in schools.
- Bilingual education is viewed positively for middle-class urban-based schools but negatively for Aboriginal students in remote schools.
- Pre-service awards play an important role in preparing future teachers for placement in remote communities, as is appropriate induction for teachers placed in remote schools.
- Teacher continuity is important in remote schools.

Suggestions were made as to what can be done in schools to develop students’ biliteracy capabilities.



*Left to right: Angela Falkenberg (President SAPPa), Associate Professor Angela Scarino (MELC Chair), Professor Gillian Wigglesworth, Peter Mader (President SASPA)*







## Engagement strategy

MELC is committed to engaging with stakeholders in order to promote its work, gain diverse perspectives on issues related to the MELC agenda and explore collaborative opportunities.

As part of MELC's engagement strategy with educational and community organisations, the committee holds its meetings at a variety of venues, including school sites, education jurisdictional offices, cultural institutions and professional teaching and community organisations. This provides MELC with the opportunity to experience firsthand the programs being run in the fields of languages education, multicultural education and the internationalisation of education. It also provides the opportunity to canvas diverse perspectives.

## Stakeholder engagement

In 2017, MELC engaged with a wide range of stakeholders through a range of platforms including hosting events and meetings, attending events and meetings hosted by other organisations, and visits with MELC Supported Projects for Students schools and providers. Stakeholders include:

- The minister and ministerial staff
- AISSA, CESA, Department for Education executives and policy staff
- Principals, teachers and students from schools across all 3 school sectors
- Universities and academics
- SACE Board of South Australia
- Community organisations including Aboriginal organisations
- Teacher professional associations
- Lead thinkers and experts in the fields of languages, multicultural education and international education

A detailed list of MELC's engagement with stakeholders is provided at Appendix 2.

## Appendix 1            MELC subcommittees

### MELC Statement Engagement and Dissemination subcommittee

- Associate Professor Angela Scarino, Chair
- Lia Tedesco
- Anna Mirasgentis
- Dr Michelle Kohler
- Professor John West-Sooby
- Suzanne Bradshaw, Executive Officer, MELC

### MELC Supported Projects for Students subcommittee

- Dr Michelle Kohler
- Mr Rajendra Pandey
- Suzanne Bradshaw, Executive Officer, MELC - Chair
- Senior Project Officer, MELC

### Youth Forum subcommittee

- Associate Professor Angela Scarino, Chair
- Mrs Deb Dalwood
- Ms Anna Mirasgentis
- Ms Shamsiya Mohammadi
- Mr Taha Shabibi
- Suzanne Bradshaw, Executive Officer, MELC
- Senior Project Officer, MELC



## Appendix 2

## MELC engagement 2018

Date	Stakeholder(s)	Purpose	Outcomes
16 January	Ms Jan Chorley, CEO ADCSA	<ul style="list-style-type: none"> <li>Strengthen the partnership between MELC and ADCSA and discuss and possible collaborative opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Effective liaison with ADCSA</li> <li>Effective communication about the role of MELC</li> <li>Effective stakeholder engagement</li> </ul>
16 January	Mr Lian Coyles, Strategic Policy Adviser, Department for Education and Child Development (DECD)	<ul style="list-style-type: none"> <li>Provide advice to DECD on its internationalisation strategy</li> <li>Respond to sector initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Exchange of thinking on MELC Statement and internationalisation strategy</li> <li>Stakeholder engagement</li> <li>Productive discussion</li> </ul>
22 January	Australia Day Council	<ul style="list-style-type: none"> <li>Attend Australia Day Awards Ceremony for presentation of the Minister of Education and Child Development Award for Leadership in Languages and Cultures</li> <li>Meet and congratulate award recipients</li> </ul>	<ul style="list-style-type: none"> <li>Effective stakeholder engagement</li> <li>Effective liaison with ADCSA</li> <li>MELC acknowledged appropriately in Award proceedings</li> </ul>
31 January	SAMEAC	<ul style="list-style-type: none"> <li>Represent MELC at the SAMEAC reception held at the German club</li> <li>Engage with community organisations</li> </ul>	<ul style="list-style-type: none"> <li>Effective stakeholder engagement</li> </ul>
2 February	Interpreting and Translation Centre, DCSI	<ul style="list-style-type: none"> <li>Presentation by the Chair, '<i>Culture and interculturality: implications for translating and interpreting</i>'</li> <li>Profile the work of MELC</li> <li>Introduce members to the MELC Statement</li> </ul>	<ul style="list-style-type: none"> <li>Promotion of the work of MELC and the MELC Statement</li> <li>Effective stakeholder engagement</li> </ul>
6 February 2017	SACE Board	<ul style="list-style-type: none"> <li>Represent MELC at the South Australian Certificate of Education (SACE) Merit Ceremony</li> <li>Engage with educational organisations</li> </ul>	<ul style="list-style-type: none"> <li>Increased MELC visibility</li> <li>Stakeholder relationships fostered</li> </ul>

Date	Stakeholder(s)	Purpose	Outcomes
14 February	Norwood Morialta High School	<ul style="list-style-type: none"> <li>Meet with My Journey project provider, Mr Elyas Alavi ,and the contact teachers from Norwood Morialta High School re project arrangements</li> <li>Profile the work of MELC in general, specifically the MELC Supported Projects for Students</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder engagement and promotion of MELC</li> <li>Effective management of projects</li> <li>Effective liaison with the project provider and school staff</li> </ul>
20 February	School of Languages	<ul style="list-style-type: none"> <li>Attend School of Languages school council meeting</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder engagement</li> <li>Promotion of the MELC agenda and MELC activities</li> </ul>
7 March	International Education – DECD DECD School Principals	<ul style="list-style-type: none"> <li>Attend meeting of DECD school principals, including presentation by the Chair, MELC, ‘Internationalisation and the student experience: a relational perspective’</li> <li>Participate in group discussion on <ul style="list-style-type: none"> <li>improving practices for integrating international and local students</li> <li>possible projects: school case studies</li> </ul> </li> <li>Profile the MELC Statement</li> </ul>	<ul style="list-style-type: none"> <li>Promotion of MELC’s work and the MELC Statement</li> <li>Stakeholder engagement</li> </ul>
17 March	Ethnic Schools Association of SA principals and teachers	<ul style="list-style-type: none"> <li>Attend Ethnic Schools Association of SA Principals and Teachers Conference: <i>Language Learning in Ethnic Schools: Community Orientations</i></li> <li>Attend presentations, conducted workshop sessions and facilitate discussions</li> </ul>	<ul style="list-style-type: none"> <li>Effective stakeholder engagement</li> </ul>
20 March	Dr Margaret Secombe, Adjunct Senior Lecturer, School of Education, Faculty of Arts, University of Adelaide and representative of the Smolicz family	<ul style="list-style-type: none"> <li>Meet with Dr Secombe to discuss revised proposal for the Smolicz Award: two-phase approach and broadening of the project parameters to include the 2 key groups of recent arrivals from Syria and Nepal; and the inclusion of seminars for teachers of these students in mainstream schools</li> </ul>	<ul style="list-style-type: none"> <li>Support for the proposal and process</li> </ul>

Date	Stakeholder(s)	Purpose	Outcomes
20 March	School of Languages	<ul style="list-style-type: none"> <li>Attend School Council meeting of the School of Languages, including the annual general meeting</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder engagement</li> <li>Promotion of the MELC agenda and MELC activities</li> </ul>
12 April	SBS	<ul style="list-style-type: none"> <li>Attend forum: <i>Conversations with SBS: Exploring Diversity in South Australia</i>, which brought together key stakeholders to explore and discuss how the media reflects, recognises and celebrates diversity, at which               <ul style="list-style-type: none"> <li>An SBS panel provided information on the network's programming and services across TV, radio and online</li> <li>Attendees had the opportunity to ask questions and network with the SBS team</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder engagement</li> </ul>
20 April	SAVCC	<ul style="list-style-type: none"> <li>Meet with the SAVCC to provide information about the role and purpose of MELC and to discuss the MELC agenda, reporting mechanisms, accessing languages enrolment data across the universities, and senior secondary enrolments in languages education</li> </ul>	<ul style="list-style-type: none"> <li>Promotion of MELC's work and the MELC Statement</li> <li>Agreement that it was important for the SAVCC to establish a means by which their nominee could channel relevant information from the tertiary sector to MELC and, conversely, for MELC to report back to the SAVCC on its work</li> <li>SAVCC undertaking to discuss a number of the issues raised</li> </ul>
30 April	RCLC	<ul style="list-style-type: none"> <li>Deliver presentation: 'Developing a 'positioning' statement for languages, multicultural education and international education' at Research Centre for Languages and Cultures (RCLC) seminar</li> <li>Facilitate discussion</li> </ul>	<ul style="list-style-type: none"> <li>Promotion of MELC's work and MELC Statement</li> <li>Positive feedback for the key messages of the MELC Statement</li> <li>Effective stakeholder engagement</li> </ul>
28 May	Project providers	<ul style="list-style-type: none"> <li>Meet with project providers to discuss the organisation of the MELC Supported Projects for Students Celebration</li> </ul>	<ul style="list-style-type: none"> <li>Development of draft program</li> </ul>

Date	Stakeholder(s)	Purpose	Outcomes
29 May	SACE Board	<ul style="list-style-type: none"> <li>Meet with Professor Martin Westwell, Director, SACE Board to discuss the to discuss the work of MELC and MELC initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Effective stakeholder engagement</li> </ul>
4 June	Young Druze Professionals Association	<ul style="list-style-type: none"> <li>Attend Young Druze Professionals of South Australia annual graduation even</li> </ul>	<ul style="list-style-type: none"> <li>Positive stakeholder engagement</li> </ul>
6 June	Adelaide Multicultural Centre	<ul style="list-style-type: none"> <li>Attend Council of Migrant and Refugee Women of SA (CMRW) roundtable on 'Matters that concern us'</li> <li>Hear perspectives form various migrant women's groups concerning issues in relation to women's health, women in education and training, justice system</li> <li>Participate in roundtable discussion</li> </ul>	<ul style="list-style-type: none"> <li>Effective stakeholder engagement</li> </ul>
7 June	Multicultural Youth Education Support Services (McYESS) Pinnacle College Dialogue Institute of Australia (DIA)	<ul style="list-style-type: none"> <li>Attend annual Ramadan Dinner, Adelaide Convention Centre, organised in the spirit of sharing common values that unite Australians from all cultural and faith backgrounds</li> <li>Celebrate diversity and enhance and deepen relationships between Australian Muslims and members of the wider community</li> </ul>	<ul style="list-style-type: none"> <li>Positive stakeholder engagement</li> </ul>
19 June	School of Languages	<ul style="list-style-type: none"> <li>Attend School of Languages School Council meeting</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder engagement</li> <li>Promotion of the MELC agenda and MELC activities</li> </ul>
2 July	General public	<ul style="list-style-type: none"> <li>Host MELC public lecture by Professor Agnes He: '<i>From possibilities to proficiency: challenges facing heritage language education</i>'</li> </ul>	<ul style="list-style-type: none"> <li>Prompted educational discussion and debate with lead local thinkers and educational and community organisations in all 3 focus areas: languages education, multicultural education and the internationalisation of education</li> </ul>

Date	Stakeholder(s)	Purpose	Outcomes
17 July	Australia Day Council of South Australia	<ul style="list-style-type: none"> <li>Meet with ADCSA to finalise arrangements for the advertising and selection process of the 2019 Australia Day Award for Leadership in Languages and Cultures</li> </ul>	<ul style="list-style-type: none"> <li>Effective stakeholder engagement</li> <li>Liaison with ADCSA, strengthening partnership</li> <li>Fostering of understanding of the role of MELC</li> </ul>
27 July	Actnow Theatre Representatives Paralowie R–12 School staff	<ul style="list-style-type: none"> <li>Review the Young Cultural Leaders project at the school</li> <li>Plan program offered in Terms 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>Effective liaison with project providers and Paralowie R–12 School</li> </ul>
30 July	Karmen Petric, Assistant Principal Norwood Morialta High School Elyas Alavi, project provider	<ul style="list-style-type: none"> <li>Plan the MELC Supported Projects for Students Celebration for participants in the My Journey Project, to be held 4 September at Norwood Morialta High School in conjunction with students from Elizabeth Vale Primary School and Elizabeth Grove Primary School</li> </ul>	<ul style="list-style-type: none"> <li>Effective liaison with project provider and Norwood Morialta High School</li> <li>Celebration plan</li> </ul>
7 August	General public	<ul style="list-style-type: none"> <li>Host MELC public lecture by Professor Anne Pauwels: <i>'Survival multilingualism: linguistic practices in refugee camps'</i></li> </ul>	<ul style="list-style-type: none"> <li>Prompted educational discussion and debate with lead local thinkers and educational and community organisations in all 3 focus areas: languages education, multicultural education and the internationalisation of education</li> </ul>
9 August	Key stakeholders	<ul style="list-style-type: none"> <li>Conduct and attend combined MELC meeting and roundtable discussion with Professor Anne Pauwels</li> <li>Engage with educational organisations in the fields of languages education, multicultural education and the internationalisation of education</li> </ul>	<ul style="list-style-type: none"> <li>Effective stakeholder engagement</li> <li>Promotion of MELC agenda and activities</li> <li>Successful MELC roundtable discussion with lead thinkers</li> </ul>
16 August	SACE Board SACE external reviewer, Wendy Johnson	<ul style="list-style-type: none"> <li>Discuss the key points of the MELC submission to the SACE Review</li> </ul>	<ul style="list-style-type: none"> <li>Effective stakeholder engagement</li> <li>Promotion of languages education and the development of students' intercultural capabilities</li> </ul>

Date	Stakeholder(s)	Purpose	Outcomes
21 August	School of Languages	<ul style="list-style-type: none"> <li>Attend School of Languages school council meeting</li> </ul>	<ul style="list-style-type: none"> <li>Effective stakeholder engagement</li> <li>Promotion of MELC agenda and activities</li> </ul>
22 August	Students and teachers from the 3 educational sectors	<ul style="list-style-type: none"> <li>Host MELC Youth Forum, which               <ul style="list-style-type: none"> <li>addressed how students see languages as a part of their life and part of their learning</li> <li>included student activity session with Ms Manal Younus, 2018 recipient of the Minister's Award for Leadership in Languages and Cultures</li> </ul> </li> <li>Engage with students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>Successful identification and encapsulation of youth perspectives</li> <li>Direct engagement with students</li> <li>Effective stakeholder engagement</li> <li>Effective ambassadorial role for the recipient of the Minister's Award for Leadership in Languages and Cultures</li> <li>Positive feedback from participating teachers and schools</li> </ul>
30 August	Principals, school leaders, advisory staff and teachers of languages across the 3 educational sectors	<ul style="list-style-type: none"> <li>Host MELC Primary School Languages Forum to seek advice, at the Minister's request, on enhancing the uptake and quality of languages learning in primary schools, specifically models of provision</li> <li>Explore practical experiences in the provision of primary languages programs</li> <li>Identify issues of uptake, continuity and quality</li> <li>Identify possible strategies towards improvement</li> </ul>	<ul style="list-style-type: none"> <li>Effective stakeholder engagement</li> <li>Productive information and idea sharing</li> <li>Successful identification and encapsulation of diverse perspectives of participants</li> <li>Reinforcement of the significance of the MELC agenda</li> </ul>
4 September	MELC project providers, teachers, parents and students of participating schools and invited guests	<ul style="list-style-type: none"> <li>Showcase and celebrate the 2018 My Journey project</li> <li>Publicly acknowledge the culmination and success of the project</li> </ul>	<ul style="list-style-type: none"> <li>Positive stakeholder engagement and promotion of MELC</li> <li>Memorable school performances for MELC, project providers, schools and guests</li> </ul>
18 September	School of Languages	<ul style="list-style-type: none"> <li>Attend School of Languages Council meeting</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder engagement</li> <li>Promotion of MELC agenda and activities</li> </ul>



Date	Stakeholder(s)	Purpose	Outcomes
25 September	Playford College, principal, teachers, students, parents, project provider and invited guests	<ul style="list-style-type: none"> <li>Attend the My Kitchen Exhibition and Celebration at Playford College</li> <li>Give a short speech about MELC and MELC Supported Projects</li> <li>Participate in tour of the school</li> </ul>	<ul style="list-style-type: none"> <li>Direct engagement with students, teachers, school leaders and the project provider, James Parker</li> <li>Positive stakeholder engagement</li> </ul>
16 October	School of Languages	<ul style="list-style-type: none"> <li>Attend School of Languages Council meeting</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder engagement</li> <li>Promotion of the MELC agenda and activities</li> </ul>
21 October	School of Languages	<ul style="list-style-type: none"> <li>Host MELC public lecture by Professor Gillian Wigglesworth, 'A challenge for education: the languages of Indigenous children living remotely'</li> <li>Engage with educational and community organisations</li> </ul>	<ul style="list-style-type: none"> <li>effective stakeholder engagement</li> <li>effective promotion of MELC agenda</li> </ul>
22 October	Key stakeholders	<ul style="list-style-type: none"> <li>Host roundtable discussion led by Professor Gillian Wigglesworth, on attendance and the use of NAPLAN data in very remote schools</li> </ul>	<ul style="list-style-type: none"> <li>Effective stakeholder engagement</li> <li>Successful roundtable discussion with lead thinkers in educational organisations in languages education, multicultural education, and the internationalisation of education</li> <li>Promotion of MELC agenda and activities</li> </ul>
26 October	Norwood Morialta High School	<ul style="list-style-type: none"> <li>Attend Norwood Morialta High School Year 12 graduation ceremony</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder relationships fostered</li> </ul>
3 November	Ethnic Schools Association of South Australia (ESASA)	<ul style="list-style-type: none"> <li>Attend Ethnic Schools Children's Day Parade</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder relationships fostered</li> </ul>
5 November	St Gabriel's Primary School	<ul style="list-style-type: none"> <li>Liaise with school and project provider to establish and manage the MELC My Journey project</li> <li>Promote MELC in general, specifically the MELC Supported Projects for Students</li> </ul>	<ul style="list-style-type: none"> <li>Effective management of projects</li> <li>Stakeholder engagement and MELC promotion</li> <li>Successful engagement with the school</li> </ul>

Date	Stakeholder(s)	Purpose	Outcomes
8 November	Aberfoyle Park High School	<ul style="list-style-type: none"> <li>• Liaise with school and project provider to establish and manage the 2019 Performing Commedia project</li> <li>• Promote MELC in general, specifically the MELC Supported Projects for Students</li> </ul>	<ul style="list-style-type: none"> <li>• Effective management of projects</li> <li>• Stakeholder engagement and MELC promotion</li> <li>• Successful engagement with the school</li> </ul>
15 November	Australia Day Council of South Australia (ADCSA)	<ul style="list-style-type: none"> <li>• Attend meeting to select recipient of Award for Leadership of Languages and Cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Selection of recipient</li> </ul>
20 November	West Beach Primary School	<ul style="list-style-type: none"> <li>• Liaise with school and project provider to establish and manage the Go Film! MELC project for 2019</li> <li>• Promote MELC in general, specifically the MELC Supported Projects for Students</li> </ul>	<ul style="list-style-type: none"> <li>• Effective management of projects</li> <li>• Stakeholder engagement and MELC promotion</li> <li>• Successful engagement with the school</li> </ul>

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