



ANNUAL REPORT 2017

Multicultural Education and Languages Committee (MELC)

Report for the Minister for Education



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The Multicultural Education and Languages Committee (MELC)
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Introduction from the Chair



As I reflect on the range of 2017 MELC activities presented in this report, I am pleased to note the scope of our work and engagement as an advisory committee. The reality of linguistic and cultural diversity in our local and global communities provides the fundamental rationale for our work in advancing children and young people's engagement with this diversity of which they are an integral part. It is crucial that they learn languages as a direct path to entering and working within diverse knowledges and worldviews. It is also crucial that they develop intercultural capabilities that will allow them to contribute actively and with sophistication to our ever-changing world.

Our major accomplishment in 2017 was the development of the statement *Reimagining learning as intercultural engagement*. It provides an umbrella statement for our work in engaging with linguistic and cultural diversity in classrooms, schools, families, communities and beyond. It captures this engagement not in a way that is superficial or tokenistic, but rather, in a way that transforms the educational experience, mindset and dispositions of all. We look forward to working with the statement as a catalyst for change in practice in schools.

I am also pleased with the high level of engagement with sectors, principals and school leaders, various educational agencies, local and international experts, parents, schools, diverse communities and above all students. Though it is always risky to identify particular occasions as special, I know that I will not forget the experience of the presentation and walk with Tamara Kartenyeri at the Living Kurna Cultural Centre or the presentations by children and young people at the Youth Forum we hosted.

In conclusion, I thank all members of the committee for their immense work and dedication throughout the year and all the diverse education and community members who have been so willing to participate in dialogue towards changing understandings and practices in relation to linguistic and cultural diversity for all learners and their communities.

Associate Professor Angela Scarino
Chair, MELC

The Committee

Role and purpose of the committee

The Ministerial Advisory Committee: Multicultural Education and Languages (MELC) provides advice to the South Australian Minister for Education and Child Development on three interrelated areas of education: languages education¹, multicultural education and international education.

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

- a) education for all students is enriched by engaging with linguistic and cultural diversity; and
- b) 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 Department for Education by the External Relations Directorate within the Strategic Policy and External Relations Division of the Department for Education.

Terms of reference

The terms of reference of the committee are as follows:

MELC 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, MELC 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 students, families and the wider South Australian community.

¹ '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.





MELC 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
- 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 South Australian 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.

The committee consists of one nominee from each of the following organisations:

- Department for Education
- Catholic Education South Australia (CESA)
- Association of Independent Schools of South Australia (AISSA)
- South Australian Vice-Chancellors Committee (SAVCC)
- South Australian Multicultural and Ethnic Affairs Commission (SAMEAC)

And 10 nominations from the Minister:

- an independent chairperson who is able to provide leadership in this dynamic area
- a deputy chairperson
- a leading educator with extensive current classroom experience and curriculum expertise
- an educational leader (principal, director) with extensive relevant experience and a proven track record in this field
- two students with relevant experience in mainstream and ethnic schools, at least one of whom is from a government school
- an early childhood/preschool director
- a parent
- an Aboriginal person with relevant professional and personal experience

- a community representative from one of the more recently arrived migrant groups, who is strongly connected with the ethnic schools network
- a co-opted ministerial nominee (at the Minister’s discretion).

Associate Professor Angela Scarino has been the Chair of MELC from its inception in December 2015 and was Chair of the former MEC from 2013 to 2015.

Table 1: MELC members during 2017

Institutional nominees	
Ms Susan Cameron	Department for Education
Mr Edgar Bliss	CESA
Mrs Deb Dalwood	AISSA
Professor John West-Sooby	SAVCC
Mr Hiep Nguyen	SAMEAC
Minister’s nominees	
Associate Professor Angela Scarino	Chairperson, independent
Mr Binh Nguyen	Deputy Chairperson
Ms Julie Presser	Educational leader (Principal, Director)
Ms Lia Tedesco	Leading educator
Mr Mohammad Taha Shabibi	Student nominee
Ms Jacqueline Habayimana	Student nominee
Ms Renee Singh	Parent nominee (until 7 June 2017)
Ms Olga Kostic	Parent nominee (from August 2017)
Mr Mark Williams	Aboriginal person
Ms Sumeja Skaka	Community nominee
Ms Jessica Dubois	Early Childhood/Preschool Director
Mr Sean Keenihan	Co-opted Ministerial nominee

MELC secretariat

The committee’s secretariat provides research, project, administrative and organisational support. In 2017 it comprised the following staff:

- Ms Suzanne Bradshaw, Executive Officer (full-time)
- Ms Vicki Castle, Senior Project Officer (full-time).





MELC meetings

In 2017 the committee met seven times.

Following the principle of ongoing consultation with relevant educational sectors, organisation and community groups, meetings took place at the venues listed in Table 2. Representatives from various sector/organisation/community group presented to the committee on the achievements and challenges in their particular context.

Table 2: MELC Meetings 2017

Date	Venue and Presentations
23 February 2017	Department for Education Building <ul style="list-style-type: none"> Presentation by Lian Coyles, Strategic Policy Adviser, Department for Education on the draft Department for Education Languages Strategy
30 March 2017	Education Development Centre (EDC) <ul style="list-style-type: none"> Presentations by Deonne Smith, A/Executive Director Learning Improvement, Department for Education, and Linda Olifent, Director, Primary Years, Department for Education on the Bilingual Schools Program
25 May 2017	The Living Kurna Cultural Centre (LKCC) <ul style="list-style-type: none"> Presentation by Mr Tamaru Kartenyeri, Cultural Officer, LKCC on Kurna language and culture
9 August 2017 Extraordinary meeting	University of South Australia, Magill Campus <ul style="list-style-type: none"> Provision to the committee of feedback and advice on the draft Department for Education Languages Strategy in order to prepare a consolidated response to the Department
17 August 2017	International Education Services, Department for Education <ul style="list-style-type: none"> Presentation Ms Marilyn Sleath, Director, International Education Services, Department for Education
21 September 2017	Adelaide University <ul style="list-style-type: none"> Presentation by Mr Glen Stafford, Director, International Strategy, Global Engagement Office, Adelaide University, on the internationalisation of the student experience Presentation by Professor John West-Sooby, Adelaide University, 'Languages across the tertiary sector'
23 November 2017	University of South Australia, City West Campus <ul style="list-style-type: none"> Professor Terry Wiley, Arizona State University, roundtable discussion on languages and multicultural education comparisons between the US and Australia

The MELC Statement: Reimagining Learning as Intercultural Engagement

In November 2016 a paper titled *Towards the development of a position statement and strategy* was presented to the Minister. It presented advice on a way forward for the three interrelated areas of languages education, multicultural education and international education.

From this initial advice paper, MELC was asked to develop an overarching statement that would provide a common vision and rationale, explaining the significance for South Australia of an education for all students that is oriented towards engaging in linguistic and cultural diversity.

Initial consultations

A comprehensive project plan was developed and a writing process established. This included identifying a principal writer (Associate Professor Angela Scarino), appointing a subcommittee, and identifying critical national and international reviewers.

The Chair and Executive Officer consulted with the following individuals and groups during the development phase:

- Ms Pam Kent, President of the Primary Principal’s Association
- Mr Peter Mader, President of the Secondary Principal’s Association
- Department for Education:
 - Mr Rick Persse, Chief Executive
 - Ms Peta Smith, Director Policy and Intergovernmental Relations
 - Mr Ben Temperly, Executive Director System Performance
 - Ms Karen Weston, Executive Director Strategic Policy and External Relations
 - Education Sector Heads
 - Senior Executive Group
- Professor Alan Reid, Chair of the Public Education Advisory Committee
- Mr Sean Keenihan, Chair South Australian Tourism Commission and MELC member

On the 21 June 2017, the Chair gave a presentation entitled *International education: Towards a positioning statement/vision for languages, multicultural education and the internationalisation of education* at the South Australian Secondary Principal’s Association (SASPA) Conference *Extending our Reach: Internationalising all our Schools*.

MELC held two generative forums – an Experts Forum and a Youth Forum - to capture a range of perspectives to inform the development of the statement.





MELC Experts Forum

On 18 May 2017, MELC hosted the Experts Forum *Towards a positioning statement for languages and multicultural education*.

Presentations were made by:

- Ms Anita Zocchi, Principal
- Ms Pam Ronan, Principal Consultant, CESA
- Dr Michelle Kohler, Languages Education, Flinders University
- Mr Mark Williams, Leadership Development, Aboriginal Education, Department for Education
- Dr Antonio Mercurio, Educational Consultant.

Each of the presenters provided their own views on why learning in the three interrelated areas of education (languages education, multicultural education and the international of education) matters in education and why and how it is different now from in the past. These presentations set the scene for a lively discussion that captured diverse perspectives from the participants, assisting MELC in the task of developing the statement.

MELC received highly positive feedback from participants on the openness and authenticity of the consultation process. There was an eagerness to continue dialogue around this statement.

Participants at the forum represented the following sectors and professional associations:

- Department for Education
- AISSA
- CESA
- Flinders University, Adelaide University and the University of South Australia
- Ethnic Schools Association of South Australia (ESASA)
- Modern Languages Teacher's Association of South Australia (MLTASA)
- SACE Board of South Australia
- SASPA
- South Australian Primary Principal's Association (SAPPA)
- Mobile Languages Team (Adelaide University)

MELC Youth Forum

On the 14 June 2017, MELC hosted the Youth Forum *Towards a positioning statement for languages and multicultural education* at the City West Campus, University of South Australia. It was facilitated by Associate Professor Angela Scarino, Chair MELC and Mrs Deb Dalwood, MELC member and Principal, St Andrews School.

Groups of students from diverse backgrounds across tertiary education and the three schooling sectors were invited to participate in the forum, with representation from the following categories: upper primary, junior secondary, senior secondary and university.



The educational institutions involved were:

- St Andrew's School (AISSA)
- Linden Park Primary School (Department for Education)
- Scotch College (AISSA)
- Modbury High School (Department for Education)
- Adelaide High School (Department for Education)
- Nazareth Catholic College (CESA)
- Flinders University (Ms Jessica Dangerfield)
- Adelaide University (Ms Katherine Bian).

In the first part of the forum each school gave a presentation of approximately five minutes, addressing two or three of the following questions:

- What do you think of when you hear the word 'diversity'? How would you explain it to someone?
- Is it important that people can learn languages and cultures that might be the same or different to the ones they know? Why/why not?
- Are languages important in your life? If so, how?





- Do you think different cultures are important? If so, are they important in your life? – give some examples.
- Do you see yourself as being part of ‘diversity’?
- What kinds of things do you do that you would say are related to ‘diversity’?, for example, at home, at school, in the neighbourhood/community, at public events, in the wider society and beyond South Australia.

Some presentations conveyed the students’ own thoughts and opinions and others represented the views of students from their school.

The second part of the forum involved students in various activities and discussions about key questions:

- How do you engage with linguistic and cultural diversity now? How do you see your engagement in the future?
- How and why do different languages and cultures help in your educational experience?



MELC was impressed by all of the presentations and the children and young people’s willingness to discuss and share their ideas and thoughts about engaging with and learning about diversity. The forum provided MELC with rich input to assist with development of the statement.

Development phase

Following the initial consultations and forums, MELC formed a subcommittee to contribute to drafting and reviewing the statement. The subcommittee met on three occasions (18 August, 24 August and 7 September 2017) and provided valuable feedback and advice throughout the drafting process.

On 27 September 2017 a draft of the statement was made available to the following groups for targeted consultation: education sector heads; presenters and participants in the MELC Experts Forum and the MELC Youth Forum; SASPA, SAPP; national and international reviewers; and the Department for Education Learning Improvement Division.

Throughout these consultations it was clear that educators recognised the need to engage in and with linguistic and cultural diversity and that they are seeking guidance about how to do this most productively. They also recognised the need for teacher professional learning in this area. This was an important part of the process of ensuring engagement on the part of educators.

The MELC Statement: Reimagining Learning as Intercultural Engagement was endorsed by the Education Sector Heads on 15 January 2018.

The statement

The MELC Statement comprises:

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

The MELC Statement: Reimagining Learning as Intercultural Engagement

Vision

All young people learn to participate in the intercultural exchange of knowledge, ideas, meanings and values in a dynamic international world. They reflect on their knowledge, experiences and identities as a basis for understanding themselves and others.

The MELC Statement is different in style from many recent educational documents in that it foregrounds educational matters that are conceptual. MELC believes that work in this area requires a shift in understanding and that it is this conceptual shift that will lead to changes in practice. The conceptual shift provides a rationale for change and an orientation that can bring about educational change, positioning students as participants engaging in diversity rather than as observers of diversity. In order to access diverse perspectives, the statement focuses on the learning of languages, but reinforces this approach through a whole of curriculum perspective that involves all educators.

The goals spell out how 'intercultural capability', as foregrounded in the Australian Curriculum, may be understood and realised. Instead of suggesting a range of strategies and activities that may be put in place to create a context for supporting learning in diversity (e.g. sister school relationships and school exchanges), the statement focuses specifically on processes of learning in diversity, thus addressing the internationalisation of education rather than international education strategy.

The MELC Statement has resonated with principals, who are crucial contributors to the process of change. Because of the agenda for change that is needed in this area, this is a relationship that MELC seeks to nurture. Further, the statement is being seen as a resource for teacher professional learning, and educators have expressed the need for further supporting resources.

Engagement with the statement

The Chair presented a session on the development of the MELC Statement at the Languages and Cultures Network for Australian Universities (LCNAU) in November 2017.

The scoping paper and the statement have informed the development of Department for Education's Languages Strategy and is currently being used in the development of the department's Internationalisation Strategy.





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 international of education.

Review of International languages education policies

In this reporting period, MELC commissioned a paper to review the current state of languages education policy in the international arena. This paper aimed to provide a broad sense of the current and changing landscape of languages education policy internationally as a resource for considering the local languages education policy environment and possible directions.

The paper focused on a selection of countries, some with similar features to the Australian policy context and others that are divergent.

This paper is available on the MELC website: www.education.sa.gov.au/department/about-department/minister-education/melc/melc-research. It is intended to be used as a resource to inform policy development at a systems and school level. Further resources of this kind are being planned.

MELC Supported Projects for Students

Each year MELC develops and provides funding for innovative school-based projects that provide opportunities for students to actively engage in and reflect upon linguistic and cultural diversity, and to consider their own linguistic, social and cultural practices and identities.

MELC projects are designed to support contemporary and innovative initiatives that engender experimentation and renewal in languages education, multicultural education and the international of education. The projects are designed by diverse providers and schools from all schooling sectors are eligible to apply to be involved in the projects.

MELC Supported Projects for Students are based on six principles:

MELC 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

2017 MELC projects



My Kitchen

The My Kitchen project encouraged preschool and junior/middle 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 kitchens and pantries. Through the school-based workshops, students learnt drawing, collage, monotype printing and diorama construction.

The project was led by South Australian artist James Parker and included Rita Zanchetta (iBook designer), Anne Sharley (audio), Joanne Bouzianis-Sellick (photographer), Olivia Zanchetta (graphics) and Reg Parker (music).

Participating schools and preschools: Campbelltown Preschool, Klemzig Primary School, St Bernadette's School, Para Vista P-7 School.

Linguistic and cultural backgrounds of participating students: Afghan, Albanian, Arabic, Auslan, Balinese, Cantonese, Chinese, Dari, Ewe, Filipino, Greek, Gujarati, Hazara, Hindi, Hungarian, Indian, Indonesian, Ivorian, Japanese, Kurna, Kenyan, Khmer, Korean, Kurdish, Lebanese, Liberian, Malayalam, Mandarin, Mandinka, Marathi, Nepalese, Ngarrindjeri, Nuer, Pitjantjara, Polish, Punjabi, Russian, Singhalese, Spanish, Sri Lankan, Sudanese, Swedish, Tagalog, Tamil, Telugu, Tigrinya, Urdu, Uygur, Vietnamese, Yoruba and Zande.

Four workshops were held at each of the schools involved in the projects, culminating in a public exhibition at the Campbelltown Arthouse for a period of 2 weeks. An iBook was developed as an artefact from the project. The iBook is narrated by two students from Klemzig Primary School and captures workshop activities, portrait galleries, food and cooking utensils, games, investigation questions and reflections by students involved.

Owing to its success, the My Kitchen project has been extended in 2018.





Youth Identity Music Profiles

The Youth Music Identity Profiles project aimed to increase cultural awareness and support positive identity building for secondary students from culturally and linguistically diverse backgrounds. 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 students built their individual and the group's music identity profiles through different exercises, considering music genres, audio technology and music transmission, as well as cultural context. The students tracked and compared the music they grew up with, what they listen to now, and how music best expresses their individuality. They used digital technology to develop an individual music identity profile.

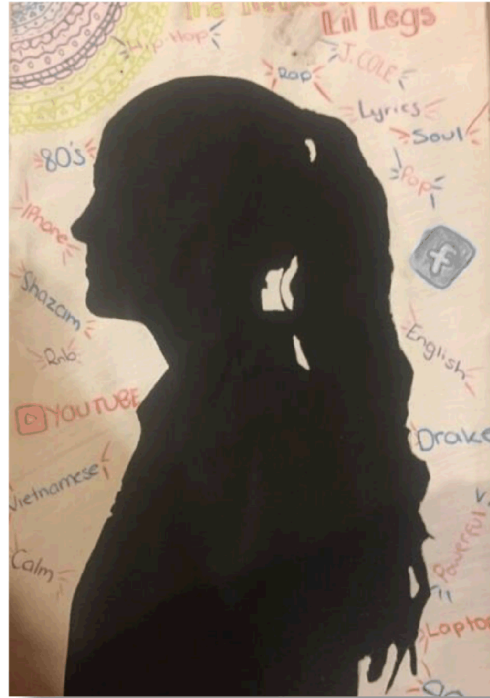
The project was led by South Australian musician Dr Daniela Kaleva and included Dr Alison Elder (project coordinator) and Phil Van Hout (sound artist and facilitator).

Participating schools: Paralowie R-12 School; Woodville High School.

Linguistic backgrounds of participating students: Acholi, Ewe, Farsi, French, Gagana Samoa, Hindi, Kinyarwanda, Kirundi, Nepali, Punjabi, Swahili, Tagalog, Vietnamese and Zande.

Five workshops were held in each school: Introduction to Music Identity Profiles, Audio Technology and Transmission, Influences and Imprints, Music and Culture, My/Our Music Identity Profile.

Music Identity Profiles Installation: The interactive installation of sound and art generated during the workshops and created by Philip van Hout is an artistic representation of the students' individual and collective music identity profiles and documents. The exhibition was part of the South Australian Living



Artists (SALA) Festival and was also exhibited at the University of South Australia in front of the Hartley Playhouse.

Owing to its success, the Youth Music Identity Profiles project has been extended in 2018.



MELC exhibition

An exhibition from My Kitchen and Youth Identity Music Profiles titled **diVerse** was held from 25 July 2017 until 10 August 2017 at the Department for Education Gallery as part of the annual South Australian Living Artists (SALA) Festival.

The exhibition aimed to highlight the innovative school-based projects supported by MELC.

The interactive exhibition was curated by the two project providers and each school participating in the projects contributed. Exhibits included digital, drawings, installations of dioramas, multimedia, sound and video media. Colourful posters provided information about the two projects.



Celebration for the MELC Supported Projects for students

An event to showcase the MELC Supported Projects for Students exhibition and achievements was held on 4 August 2017 at the Department for Education Gallery. The celebration was held among the exhibits, which provided a colourful and exciting setting, and gave students the opportunity to reflect and share their project experiences with guests and students from the other participating schools.

The event was attended by the Minister, representatives from the three schooling sectors, community organisations, school principals and leaders, staff, students and families from participating schools, invited guests, and friends of MELC.



Above: Kurna Elder Uncle Lewis O'Brien AO welcomes guests.



Above: Ms Ella Thornley, a junior primary school student from Klemzig Primary School, addresses the audience in Auslan about her experiences of the My Kitchen project and what she learnt.

An Auslan interpreter was present to support students from Klemzig Primary School attending the event.

Presentations were made by the project providers, Mr James Parker and Dr Daniela Kaleva. Teacher and student representatives who shared their experiences were: My Kitchen - Ms Michele Smith, Ella Thornley and George Goode (Klemzig Primary School); Youth Identity Music Profiles - Mr Stuart Banytis, Laitiah Huynh and Fred Okot (Paralowie R-12 School); and Mr Evan Frangos, Shaira Mae and Dedevi Agbagli (Woodville High School).





Ministerial Award for Excellence in Languages and Culture

The Ministerial Award for Excellence in Languages and Cultures Award is provided by the Multicultural Education and Languages Committee on behalf of the Minister, and administered by the Australia Day Council of South Australia.

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 for the award are received in October–November each year. The selection panel comprises representatives from the Multicultural Education and Languages Committee and the Australia Day Council of South Australia. The Award is announced and presented at a ceremony held at Government House in January each year.

Award winner: Corey Kirkham

Corey Kirkham was awarded a scholarship in 2011 to finish high school at the Armand Hammer United World College of the American West. This experience gave Corey the chance to truly immerse himself among and interact with people from many different cultures. It also provided Corey with the opportunity to learn Spanish.

In 2013, after completing school, he became an English as a second language teacher in China, teaching English to children aged from 3 to 13. Corey quickly developed his Chinese language skills.

While at university he began volunteering with the Confucius Institute. Corey has continued promoting Chinese language and culture in South Australia, attending and helping at many events.

Commendation: Yassir Ajrish

Yassir Ajrish, more commonly known as AJ, arrived in Australia as a refugee from Iraq. AJ represent the Australian Refugee Association as a Youth Ambassador, he volunteers with the homework clubs and works as a mentor in their youth mentoring program. He also performs music from his ho members at various functions.

AJ inspires young people from refugee backgrounds to strive towards greater achievements and overcome any obstacles they may have in settling in Australia.

He is fluent in Arabic and English and is currently studying French. AJ believes it is important for people to learn many languages as it allows for the opportunity to engage with cultural diversity and opens doors to new experiences.

The Smolicz Award

The Smolicz Award was established in 2009 to honour the work of Professor George Smolicz in the areas of languages and multicultural education.

Professor Smolicz was Chair of the former MEC from 1985 to 2005. He was Professor in the Department of Education and Director of the Centre for Intercultural Studies and Multicultural Education at the University of Adelaide. He contributed towards government policies through his membership of several committees, including one that produced the 1984 report *Education for a cultural democracy*, which became the blueprint for successive South Australian governments in the area of multicultural education policy.

The Smolicz Award for Language Teaching Scholarship was established to support the training of teachers of languages in South Australia in order to increase the pool of languages teachers for South Australian primary and secondary education providers. The scholarships provide recipients with financial support to undertake study in languages and languages teaching at one of the recommended education and/or languages programs provided by the University of Adelaide, University of South Australia, Flinders University of South Australia, School of Languages and Open Access College.

Funding was provided by the following contributing parties: The University of Adelaide, University of South Australia, Flinders University of South Australia, CESA, AISSA, the Modern Language Teachers Association of South Australia and the former Ethnic Schools Board.

In 2017, MELC sought the views of the Smolicz family on a possible change in focus/direction for the award. A project proposal for this purpose is currently under discussion.

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. It seeks to foreground the voice of children and young people.

Professor Terry Wiley

In November 2017, MELC welcomed leading international academic, Professor Terry Wiley, to present a public lecture titled *Promoting language education for all in multilingual nations: insights from recent policy papers*. The lecture discussed the research findings and recommendations of recent policy initiatives and white papers that offer positive options to meet the requirements of a diverse citizenry while building on the resources of communities, and to meet individual goals and national economic needs.





Professor Wiley is Professor Emeritus at Arizona State University and past President of the Center for Applied Linguistics in Washington DC. His teaching and research have focused on: educational and applied linguistics, concentrating on educational language policies and politics; language diversity and immigrant integration; teaching English as a second and international language; literacy and biliteracy studies; and bilingual and heritage-community language education. Recent publications by Professor Wiley include *Review of Research in Education: Language Policy, Politics, and Diversity in Education* (co-editor). He co-founded the *Journal of Language, Identity and Education* and the *International Multilingual Research Journal*, is the organiser of the Language Policy Research Network (LPREN) and a recipient of the American Association for Applied Linguistics Distinguished Scholarship and Service Award.



Above: Professor Terry Wiley with the Chair of MELC, Associate Professor Angela Scarino

Among attendees at the lecture were representatives from international, interstate and local universities, South Australian education sectors and schools, and the SACE Board.

Roundtable discussion

In addition to the public lecture, Professor Wiley met with MELC members and invited guests in a roundtable discussion on issues specific to the promotion of multilingual education.

Guests included Ms Julie Hayes, SAPPA; Dr Michelle Kohler, Flinders University; Ms Kayoko Enomoto, Adelaide University; Associate Professor Kathleen Heugh, RCLC, University of South Australia; Dr Enza Tudini, Research Centre for Languages and Cultures (RCLC), University of South Australia; Mr Darryl Buchanan, Ethnic Schools Association; Ms Karen Weston, Department for Education; Ms Julie Tarzia, AISSA; Ms Kate Cooper, SACE Board of South Australia; Associate Professor Eric Bouvet, Flinders University; and Dr Leo Papademetre, Consultant (formerly with RCLC), University of South Australia).

Prominent themes discussed included the attrition in language education, links between language education and STEM subjects, and dual language education programs.

Professor Wiley provided detailed information on valuable ideas, projects and initiatives from the US, including the Seal of Biliteracy initiative and how it works; the recent report by the American Academy of Arts and Sciences (commissioned by Congress) *America's languages: Investing in language education for the 21st century*; a language policy in schools project; and the challenge of teacher understandings of language, literacy and learning in schools.

Engagement strategy

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



Above: MELC members at the Living Kurna Cultural Centre.

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
- Association of Independent Schools of South Australia (AISSA); Catholic Education South Australia (CESA); Department for Education Executives and policy staff
- Principals, teachers and students from schools across all three schooling 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 subcommittee

- Angela Scarino, Chair MELC and subcommittee chair
- Lia Tedesco, member MELC (leading educator, Department for Education)
- Edgar Bliss, member MELC (CESA representative)
- Deb Dalwood, member MELC (AISSA representative)
- Dr Michelle Kohler, co-opted member
- Suzanne Bradshaw, Executive Officer, MELC

MELC Supported Projects for Students subcommittee

- Associate Professor Angela Scarino, Chair MELC and subcommittee chair
- Edgar Bliss, member MELC (CESA representative)
- Jessica Dubois, member MELC (early childhood/preschool director)
- Suzanne Bradshaw, Executive Officer, MELC
- Vicki Castle, Senior Project Officer, MELC

Appendix 2

MELC engagement 2017

Date	Stakeholder(s)	Purpose	Outcomes
23 January	Australia Day Council of South Australia (ADCSA)	<ul style="list-style-type: none"> Attend Australia Day Awards Ceremony for presentation of Ministerial Award for Excellence in Languages and Cultures Meet and congratulate Award recipients 	<ul style="list-style-type: none"> Effective stakeholder engagement Effective liaison with ADCSA
		<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
13 February	Campbelltown Preschool	<ul style="list-style-type: none"> Liaise with the school and project provider to establish and manage My Kitchen project Promote MELC in general, specifically the MELC Supported Projects for Students 	<ul style="list-style-type: none"> Effective management of projects Stakeholder engagement and promotion of MELC Improved communications with the school
14 February	Paralowie R–12 School	<ul style="list-style-type: none"> Liaise with the school and project provider to establish and manage Youth Music Identity Profiles project Promote MELC in general, specifically the MELC Supported Projects for Students 	<ul style="list-style-type: none"> Effective management of projects Stakeholder engagement and promotion of MELC Improved communications with the school
14 February	Woodville High School	<ul style="list-style-type: none"> Liaise with the school and project provider to establish and manage Youth Music Identity Profiles project Promote MELC in general, specifically the MELC Supported Projects for Students 	<ul style="list-style-type: none"> Effective management of projects Stakeholder engagement and promotion of MELC Improved communications with the school
15 February	SACE Board	<ul style="list-style-type: none"> Represent MELC at the SACE Merit ceremony 	<ul style="list-style-type: none"> Increased MELC visibility Stakeholder relationships fostered
15 February	Para Vista Primary School	<ul style="list-style-type: none"> Liaise with the school and project provider to establish and manage My Kitchen project Promote MELC in general, specifically the MELC Supported Projects for Students 	<ul style="list-style-type: none"> Effective management of projects Stakeholder engagement and promotion of MELC Improved communications with the school

Date	Stakeholder(s)	Purpose	Outcomes
16 February	MLTASA	<ul style="list-style-type: none"> Attend MLTASA annual general meeting, which included a keynote address titled <i>The new strategy for languages in South Australian schools</i> by Lia Tedesco 	<ul style="list-style-type: none"> Overview gained of teachers' thinking in relation to the strategy Languages teachers' and educators' views on keynote address heard Stakeholder engagement and promotion of MELC
22 February	Minister for Education and Child Development	<ul style="list-style-type: none"> Meet with Minister to receive feedback about the paper <i>Towards the development of a positioning statement and strategy</i> and guidance on further development of the positioning statement 	<ul style="list-style-type: none"> MELC asked by Minister to prepare a high-level positioning statement that provides a common vision across the state for linguistic and cultural diversity in education. The statement is to include the three interrelated areas of languages, multicultural education and international of education.
28 February	Klemzig Primary School	<ul style="list-style-type: none"> Liaise with the school and project provider to establish and manage My Kitchen project Promote MELC in general, specifically the MELC Supported Projects for Students 	<ul style="list-style-type: none"> Effective management of projects Stakeholder engagement and promotion of MELC Improved communications with the school
7 March	Emily Gore, Ministerial Adviser to the Hon Susan Close MP	<ul style="list-style-type: none"> Provide an update on MELC activities Seek advice on timeframe for the development of the positioning statement 	<ul style="list-style-type: none"> Regular liaison with the Minister's Office to profile MELC workplan and activities Advice received on timeframe
2 March	St Bernadette's School	<ul style="list-style-type: none"> Liaise with the school and project provider to establish and manage My Kitchen project Promote MELC in general, specifically the MELC Supported Projects for Students 	<ul style="list-style-type: none"> Stakeholder engagement and promotion of MELC
31 March	Presidents of SAPPA and SASPA	<ul style="list-style-type: none"> Discuss MELC initiatives and seek advice on how best to engage with principals, in particular on the development of the Positioning Statement. Engage with educational organisations, principals and school leaders 	<ul style="list-style-type: none"> Advice received on how best to engage with principals in general and specifically in relation to the Positioning Statement

Date	Stakeholder(s)	Purpose	Outcomes
31 March	Professor Alan Reid, Chair of the Public Education Advisory Committee	<ul style="list-style-type: none"> Discuss Professor Reid's paper on public education both in terms of substance and process as a model for producing the positioning statement Discuss possibility of a joint meeting of the two committees 	<ul style="list-style-type: none"> Advice provided to MELC on the process for developing the positioning statement
4 April	Sean Keenihan, Chair of South Australian Tourism Commission (SATC)	<ul style="list-style-type: none"> Obtain advice about the business sector perspective on development of the positioning statement 	<ul style="list-style-type: none"> Business sector perspective on the development of the positioning statement gained
10 April	Department for Education - Ben Temperly, Executive Director System Performance and Peta Smith, Director Policy & Intergovernmental Relations	<ul style="list-style-type: none"> Seek strategic advice on how best to engage with Department for Education in the development of the positioning statement in terms of consultative processes, consultation strategies and accessing existing Department for Education consultative mechanisms Provide information about the MELC workplan and the MELC agenda 	<ul style="list-style-type: none"> Advice received on strategic engagement with Department for Education and consultative processes within the department
12 April	Australian Migrant Resource Centre Department for Education - English as an Additional Language or Dialect program	<ul style="list-style-type: none"> Attend seminar: <i>The role of the Department of Education and Child Development in effective humanitarian settlement</i> Explore the services and achievements of Department for Education in the settlement of humanitarian arrivals and identify areas that require further strengthening. 	<ul style="list-style-type: none"> Stakeholder engagement Significance of the MELC agenda reinforced
26 April	Migration Support Programs Australian Red Cross	<ul style="list-style-type: none"> Attend presentation on Refugee Adjustment Study by Belinda Liddell, Research Fellow, UNSW School of Psychology, on a research project to understand what helps refugees and asylum seekers adjust to life in Australia 	<ul style="list-style-type: none"> Positive stakeholder engagement Gained an understanding of the project and possible connections to the MELC agenda
1 May	Young Druze Professionals Association	<ul style="list-style-type: none"> Attend Young Druze Professionals graduation event 	<ul style="list-style-type: none"> Positive stakeholder engagement
2 May	Klemzig Primary School	<ul style="list-style-type: none"> Attend the final day of the culmination of the My Kitchen project and participate in a shared lunch Oversee filming of short video about the project for posting on YouTube 	<ul style="list-style-type: none"> Positive stakeholder engagement YouTube clip of the event produced and placed on the MELC website

Date	Stakeholder(s)	Purpose	Outcomes
9 May	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"> Seek the views of the Smolicz family on expenditure of the remaining funds from the 2009–2013 Memorandum of Understanding and the continuation of the Smolicz Award 	<ul style="list-style-type: none"> Development of a draft proposal from the Smolicz family on expenditure of remaining funds for the Languages support for refugee students at secondary level: a Smolicz project
16 May	School of Languages	<ul style="list-style-type: none"> Attend School of Languages school council meeting 	<ul style="list-style-type: none"> Stakeholder engagement Promotion of MELC agenda and activities
18 May	Experts in the field of languages education	<ul style="list-style-type: none"> Conduct/participate in MELC Experts Forum, a generative forum designed to capture diverse perspectives that will inform the development of the Positioning Statement 	<ul style="list-style-type: none"> Diverse perspectives of participants successfully captured to inform Positioning Statement development Ongoing dialogue with key stakeholders on the development of the Positioning Statement Stakeholder engagement
25 May	Living Kurna Cultural Centre (LKCC) Ministerial staff	<ul style="list-style-type: none"> Engage with LKCC by holding a MELC meeting at their facility Engage with Ms Emily Gore, Ministerial Adviser to the Hon Susan Close MP Experience guided tour of Warriparinga area and wetlands, conducted by Mr Tamaru Kartenyeri, Cultural Officer (LKCC) 	<ul style="list-style-type: none"> Information provided on the history and significance of Warriparinga and related Dreaming stories and the importance of the Kurna language to identity.
29 May	Mr Rick Perse, Chief Executive Department for Education	<ul style="list-style-type: none"> Discuss MELC agenda in relation to the work of Department for Education 	<ul style="list-style-type: none"> Commitment to the MELC agenda of education for and in linguistic and cultural diversity and continued sharing between Department for Education and MELC
1 June	Elyas Alavi, Provider of the My Journey project	<ul style="list-style-type: none"> Meet with My Journey project provider about project proposal 	<ul style="list-style-type: none"> Productive information and idea sharing to help shape project proposal
5 June	Edwin Kemp Attrill (Artistic Director) ActNow Theatre	<ul style="list-style-type: none"> Meet with project provider for Young Cultural Leaders program about project proposal 	<ul style="list-style-type: none"> Discussion to further refine the proposed project to ensure that it aligned more closely with MELC project principles and represented value for money

Date	Stakeholder(s)	Purpose	Outcomes
13 June	Multicultural Youth Education Support Services (McYESS) Pinnacle College Dialogue Institute of Australia (DIA)	<ul style="list-style-type: none"> Attend annual Ramadan Dinner, Adelaide Convention Centre, organised in the spirit of sharing common values that unite Australians from all cultural and faith backgrounds Celebrate diversity and enhance and deepen relationships between Australian Muslims and members of the wider community 	<ul style="list-style-type: none"> Positive stakeholder engagement
14 June	School and university students	<ul style="list-style-type: none"> Attend/conduct MELC Youth Forum, a generative forum designed to capture a youth perspective to inform the development of the draft positioning statement 	<ul style="list-style-type: none"> Youth perspectives successfully captured, to inform the development of the Positioning Statement Stakeholder engagement
15 June	Education sector heads	<ul style="list-style-type: none"> Seek advice and perspectives on the positioning statement including perspectives on its content, value, timelines etc, and how best to engage with key stakeholders across the three schooling sectors and ascertain what existing consultative mechanisms currently operate, particularly in relation to engaging with youth 	<ul style="list-style-type: none"> Support from the education sectors for the vision of education for and in linguistic and cultural diversity Engagement with the development of the Positioning Statement
20 June	Campbelltown Arthouse	<ul style="list-style-type: none"> Attend Campbelltown Arthouse Exhibition to get ideas for the MELC Supported Projects for Students Exhibition and Celebration being held at the Department for Education Gallery on 4 August Engage with My Kitchen project Photograph students' work Liaise with school personnel about the event on 4 August 	<ul style="list-style-type: none"> Direct engagement with students Positive stakeholder engagement
21 June	SASPA	<ul style="list-style-type: none"> Attend SASPA Conference <i>Extending our Reach: Internationalising all our Schools</i> Conduct presentation (MELC Chair <i>Towards a positioning statement/vision for languages, multicultural education and the internationalisation of education</i>) 	<ul style="list-style-type: none"> Positive stakeholder engagement Dissemination of information on the development of the Positioning Statement and the MELC agenda
3 July	Karen Weston, Executive Director, Strategic Policy & External Relations, Department	<ul style="list-style-type: none"> Discuss development of the Positioning Statement and associated timelines Provide information about the modus operandi of MELC 	<ul style="list-style-type: none"> Stakeholder engagement Productive discussion

Date	Stakeholder(s)	Purpose	Outcomes
	for Education		
3 July	School of Languages Adelaide Secondary School of English	<ul style="list-style-type: none"> Discuss Smolicz Award proposals 	<ul style="list-style-type: none"> Discussion to further refine the draft proposals
20 July	Department for Education Senior Executive Group	<ul style="list-style-type: none"> Department for Education Discuss MELC agenda in relation to the work of Department for Education, in particular the development of the Positioning Statement 	<ul style="list-style-type: none"> Stakeholder engagement Reaffirmation of Department for Education commitment to education in and for linguistic and cultural diversity
4 August	MELC Project providers, schools and invited guests	<ul style="list-style-type: none"> Showcase the 2017 MELC Supported Projects for Students - My Kitchen and Youth Music Identity Profiles with a celebration and exhibition Publicly acknowledge the culmination and success of the two projects 	<ul style="list-style-type: none"> Stakeholder engagement Memorable exhibition and celebration for MELC, project providers, schools and guests
14–15 August	Australian Network of Government Languages Schools (ANGLS)	<ul style="list-style-type: none"> Engage with educational organisations. Attend ANGLS 2017 Conference. <p>Give presentations (MELC Chair) on key concepts underpinning the Australian Curriculum and the MELC Vision Statement for Multiculturalism, Languages and International</p>	<ul style="list-style-type: none"> Positive stakeholder engagement with the MELC Statement
21 August	Australian Bureau of Statistics	<ul style="list-style-type: none"> Attend 2016 Census Data Seminar, Waite Campus, Adelaide University 	<ul style="list-style-type: none"> Accession of data on linguistic and cultural diversity to inform the development of the Positioning Statement
6 September	Australian Institute of Interpreters and Translators (AUSIT)	<ul style="list-style-type: none"> Give presentation at AUSIT AGM <i>The work of MELC – implications for translating and interpreting</i> – Chair of MELC 	<ul style="list-style-type: none"> Positive stakeholder engagement Interest in liaising more closely with MELC on joint projects Interest in the MELC Supported Projects for Students

Date	Stakeholder(s)	Purpose	Outcomes
19 September	School of Languages	<ul style="list-style-type: none"> Attend school Council Meeting 	<ul style="list-style-type: none"> Stakeholder engagement Promotion of the MELC agenda and activities
21 September	Department for Education policy and relations key personnel	<ul style="list-style-type: none"> Discuss development of the MELC Statement with Ms Karen Weston, Executive Director, Strategic Policy & External Relations; Ms Peta Smith, Director Policy & Intergovernmental Relations ;Ms Carolyn Parker A/Assistant Director, External Relations; Ms Rosalie Wodecki, Senior Online Writer, Communications Directorate 	<ul style="list-style-type: none"> Strategy for finalisation of the MELC Statement Development of MELC Statement, Version B - a 1-page version intended for parents and the wider community and potentially an introductory web page, prepared by the Department for Education Communications Unit Detailed feedback from MELC on Version B provided to the Communications Unit
5 October	SASPA SAPPA TESOL Department for Education	<ul style="list-style-type: none"> Conduct targeted face-to-face consultation on MELC Statement with: the presidents of SASPA and SAPPA; a representative from TESOL; Ms Margot Foster, Director Professional Practice, Learning Improvement Division, Department for Education; and Department for Education Languages Team Leader 	<ul style="list-style-type: none"> Stakeholder engagement with the MELC Statement Extensive consultation, drafting and revision process to ensure engagement of educators (teachers and leaders) and the wider community
12 October	Sean Keenihan, Chair of SATC	<ul style="list-style-type: none"> Discuss the draft MELC Statement and receive feedback and comment 	<ul style="list-style-type: none"> Advice on the development of MELC Statement, Version B
20 October	SASPA Curriculum and Pedagogy Strategic Directions Group	<ul style="list-style-type: none"> Discuss MELC Statement draft and receive feedback and comment 	<ul style="list-style-type: none"> Positive stakeholder engagement with MELC Statement and MELC agenda Positive feedback of the key messages of the MELC Statement
25 October	SAPPA Curriculum and Pedagogy Reference Group	<ul style="list-style-type: none"> Discuss MELC Statement draft and receive feedback and comment. 	<ul style="list-style-type: none"> Stakeholder engagement with MELC Statement and MELC agenda Positive feedback of the key messages of the MELC Statement

Date	Stakeholder(s)	Purpose	Outcomes
20–21 November	University of South Australia Invited guests in the field of languages education	<ul style="list-style-type: none"> Attend 2017 RCLC Symposium: 30 Years of Language Policy in Australia 	<ul style="list-style-type: none"> Engagement with lead thinkers in the field of languages education
20 November	General public	<ul style="list-style-type: none"> Attend RCLC public lecture by Professor Joe Lo Bianco <i>Language policy – cultivating our deepest public resource</i> 	<ul style="list-style-type: none"> Engagement with leading academic in the field of languages policy
22 November	General public	<ul style="list-style-type: none"> Engage with educational organisations and lead thinkers in the fields of languages education, multicultural education and the international of education. Attend MELC public lecture by Professor Terry Wiley <i>Promoting language education for all in multilingual nations: insights from recent policy papers</i> 	<ul style="list-style-type: none"> Successful MELC public lecture on latest research, thinking and policy
23 November	MELC members Invited guests	<ul style="list-style-type: none"> Engage with educational organisations in the fields of languages education, multicultural education and the international of education Attend MELC meeting and roundtable discussion with Professor Terry Wiley 	<ul style="list-style-type: none"> Stakeholder engagement Successful MELC roundtable discussion with lead thinkers
27–29 November	Languages academics	<ul style="list-style-type: none"> Attend LCNAU’s 2017 National Colloquium <i>Intersections: Collaboration and the Future for Language and Cultures</i> Deliver presentation (MELC Chair) on Languages policy on 28 November 	<ul style="list-style-type: none"> Engagement with lead thinkers in the field of languages education Promotion of the thinking behind the MELC Statement

