

LANGUAGES OTHER THAN ENGLISH

1. IMPORTANCE OF L.O.T.E.

- WE BELIEVE IT IS ESSENTIAL AND SHOULD REMAIN IN THE CURRICULUM.

2. CRUCIAL ISSUES

- **SUPPLY OF TEACHERS**

- (1) **CONTINUITY OF THE PROVISION OF LANGUAGE TEACHERS**

- Many LOTE teachers move to the city prior to completing contracts or change to main stream teaching. There needs to be a system established to ensure on-going language instruction, teacher continuity, without students having to change selected language or language teacher in mid stream.

- (2) **CONTINUITY OF LANGUAGE FROM PRIMARY TO SECONDARY SCHOOL**

- The diversity of languages offered in feeder primary schools places undue pressure on resources in high schools, and disadvantages some students. Positive solutions need to be developed.

- **SMALL CLASSES IN SECONDARY SCHOOLS AND STAFFING ALLOCATIONS**

- Small classes affect other class numbers adversely. The System needs to address this issue through staffing formula adjustment or alternative delivery systems; but not bill the schools, the students, or reduce the LOTE programmes.

- Decreasing LOTE enrolments as students progress through secondary school complicate this issue.

- **PROVISION OF COURSE MATERIALS.**

- There is a large range of LOTE subjects, many more than the other Areas of Study, in addition, a schools' selected language can change. The S.A. state government must provide sufficient learning materials and extra support systems for LOTE programmes.

- **COUNTRY ACCESS**

- (1) **CITY BASED PROGRAMMES**

- City based programmes, for example, embassy supported programmes, are more available or only available in Adelaide to city students. Country disadvantage needs to be addressed.

- (2) **INDUCTION AND PROFESSIONAL DEVELOPMENT**

- Many LOTE teachers in the country are contract or first appointees. This has major induction implications and needs to be addressed: including travel time, travel and other expenses, and the provision of regular professional development in country centres.

- **COURSE OPTIONS**

- The cost of providing multiple options, including S.A.C.E. curricula, is prohibitive to schools, particularly through Open Access, and needs to be addressed.

- **DIFFICULTIES TEACHING LOTE**

- LOTE teaching has unique as well as general problems, for example, working across two or more schools or sites, teaching 600 students per week, and writing 600 reports, and these need to be addressed.

- **LACK OF MINISTERIAL AND DECS SUPPORT**

Many parents, in certain areas, complain about their children being required to compulsorily study a language other than English. Senior DECS Officials and the Minister of Education need to back school communities, teachers, LOTE staff and principals in the introduction and continuance of LOTE programmes, especially in years reception to seven. The Minister of Education and DECS officials need to advise schools of their policy re LOTE objections and what their response will be, and be consistent when repeating this information to members of the community, and not blame the school staff and LOTE teachers.

3. BILINGUAL EDUCATION

There is a need to consider the provision of instruction in Aboriginal and other languages, in conjunction with English instruction, with a practical and feasible cost factor.

4. CHOICE OF LANGUAGE

There should be an agreed process through which a school's LOTE can be changed. This may assist to prevent inappropriate minority group or individual bias.

Primary and Secondary schools should make provision for students who wish to study language not generally offered in the school they attend; for example, open access, correspondence and/or computing networks.

The provision and availability of LOTE teachers needs to be addressed for both short and long terms. Study incentives should be provided.

Reasonable assistance should be provided to schools wishing to help students to study their mother tongue language.

5. S.A.C.E ASSESSMENT REQUIREMENTS

The complexity of S.A.C.E. assessment requirements need to be addressed.