

Program delivery

Students have a two-hour session of on-site instruction after school hours each week during teaching weeks and two additional hours of programmed off-site work per week, supported by resources on www.languages.org.au and class pages on Google Classroom.

Our calendar of events, including information evenings, registration evenings, assessment tasks and our end of year ceremony is on the events page of CAL website. **News updates** are published regularly on the News page on CAL website.



Our program of learning for each course comprises a semester unit outline, a term-by-term overview and a weekly module that outlines the week's learning goals, learning resources, activities to do on-site and activities to do off-site. For more details, see our resources website.

The Canberra Academy of Languages maintains regular communication with students' families and with their schools.



A specialist facility for Canberra

The Canberra Academy of Languages is a not-for-profit specialist education provider for language learning in the Canberra region, with a focus on global engagement and local connections.

We aim to enhance the role of Canberra as the national capital and as a major regional city, by:

- promoting capacity of students to participate effectively in the global community
- creating learning avenues that reflect the presence of groups in the Canberra region.

In pursuing these goals, The Canberra Academy of Languages complements other avenues for language learning in the ACT.

Contact information

Canberra Academy of Languages Incorporated

Registered as a Specialist Education Provider with the ACT Board of Senior Secondary Studies

Main website: <https://cal.act.edu.au>

Resources website: <https://languages.org.au>

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Upcoming/recent events

We will hold our next information evening on Thursday 24 September 2020 about CAL programs for 2021. For more details, please visit [CAL website](http://cal.act.edu.au).



Expanding opportunities for language learning in the Canberra region

A specialist education provider preparing senior secondary students as local and global citizens



CAL, August 2020

1. ACT Board of Senior Secondary Studies – what languages can be studied?

There is a new framework and suite of omnibus courses for languages with effect from 2020. The concept of the three new course documents is that they encompass the requirements for all modern languages. An appendix provides details of language -specific content for each of the accredited languages. Currently, these are Arabic, Chinese, French, German, Hindi, Indonesian, Italian, Japanese, Korean, Spanish and Tamil. The three courses – Beginning, Continuing and Advanced Modern Languages, are accessible via links on the ACT Board of Senior Secondary Studies (BSSS) website at <http://www.bsss.act.edu.au/curriculum/courses>.

2. What are the course levels and which ones are delivered by CAL?

The Canberra Academy of Languages is delivering French, German, Spanish and Tamil in 2020, offered at continuing and advanced levels. As outlined on our [Programs page](#), beginning courses are not currently offered by CAL. Arabic, Indonesian, Italian, Japanese and Korean may be offered in 2021 if there are sufficient students interested and if qualified teachers are available. Continuing courses are for students coming into senior secondary studies with a basic working knowledge of everyday usage in the language, while advanced courses are for students who are background speakers with significant prior use of the language. The levels are described in detail in the BSSS Languages Eligibility Form. Enrolment fees will be invoiced in the early weeks of each semester.

3. How will CAL decide on the courses to run in 2021?

Canberra Academy of Languages will run continuing and/or advanced programs in languages for which we have enough student enrolments to cover the costs of delivering a program, such as teacher salaries, online services, venue hire, printing and publishing, insurance and accounting fees for annual returns to government. At the time of writing, enrolments are open for students commencing in 2021.

4. What teacher qualifications are required of teachers recruited for the programs?

As outlined on the Programs page on the CAL website, to ensure effective delivery of the curriculum, teaching staff members are required to have:

- Working with Vulnerable People (WwVP) registration
- Teacher Quality Institute (TQI) registration or Permission to Teach *
- Speaking and writing skills in the target language at least equivalent to completion of a university sub-major
- Evidence of a sound understanding of language teaching methodology
- ICT capabilities including the ability to identify suitable authentic source documents in the target language and to curate online learning resources for access by students

* To obtain TQI registration, teachers who completed any of their teaching qualifications outside Australia, New Zealand, the UK, the Republic of Ireland, the USA or Canada may need to provide TQI with certified evidence of either an IELTS or ISLPR assessment as outlined below on TQI website. Refer to <https://www.tqi.act.edu.au/teach-in-the-act/english-language-proficiency> for details.

5. What is the schedule for program delivery?

Arrangements depend on what suits the teacher and students and on availability and cost of room hire. We currently teach French on Wednesday evenings, German on Thursday evenings and Tamil on Friday evenings at the Alliance Française in Turner. Spanish programs are conducted on Wednesday evenings at the Latin American Cultural Centre in Red Hill. For Italian, Japanese and Korean, we will explore options when we establish that there are enough students to run programs. Weekend room hire sometimes costs more because of the need to have security arrangements, and many students have other weekend commitments, so weekends are usually best avoided. Currently, sessions are via teleconference, following advice from ACT Health on physical distancing to minimise risks with COVID-19.

The teaching program is based on two hours on-site and two hours off-site, with the off-site work programmed by the teacher online for students. Students are accountable to do the work set to gain work-required attendance recognition. The minimum standard deliverable time for a senior secondary full semester unit is 55 hours. Our program delivers above that figure, generally 60+ hours per semester. We teach from Week 2 to Week 18 in Semester 1 and from Week 1 to Week 16 or 17, depending on assessment end-dates for BSSS, in Semester 2.

6. Can a student enrol in a senior secondary course before commencing Year 11?

Provision for commencement before Year 11 is documented in the ACT BSSS Policy and Procedures Manual (http://www.bsss.act.edu.au/The_Board/policy_and_procedures_manual) under the heading “Early Access Students” and in Appendix 5: Guidelines for Early Access. As stated in the guidelines, the purpose of early access is to enable high school students to engage in senior secondary studies prior to those in their cohort. In these cases, scaling of course scores is delayed. They are finalised when the participating students and their peers graduate at Year 12. Families should negotiate early access arrangements with prospective colleges ahead of time. As the program provider, the CAL Convener will inform the Executive Director, BSSS, of early access students whose families have provided school endorsements, prior to their commencement in CAL programs.

7. How does scaling work for students who study languages through CAL?

Each program with CAL will be in the CAL languages scaling group and will be moderated by us with our other languages.

The cohort goes by graduating year, so next year’s intake will belong to the 2021 Year 12 graduation cohort. If the CAL languages cohort has 10 or fewer students, ACT BSSS generally uses small group procedures (see the BSSS Policy & Procedures Manual, section 5.4.2). Under these procedures, a languages specialist from another college will usually review Year 12 portfolios (portfolios are sent to BSSS in two stages, as below).

In the time since CAL has been running programs (2017 to 2020), small group portfolios for Year 12 cohorts, have been collected by ACT BSSS around mid-August (for the previous three semesters) and towards the end of November (for the fourth semester). The small group portfolios consist of the same kind of documentation that is required for moderation days.

For more information about scaling, see:

- Scaling and the ATAR, http://www.bsss.act.edu.au/information_for_students/scaling_and_the_atar
- Policy and Procedures Manual, http://www.bsss.act.edu.au/The_Board/policy_and_procedures_manual, including sections 4.3.6.2 (Procedures for calculating unit scores), 5.4.1 (Course combination into scaling groups), and 6 (ACT Scaling Test).

8. Do students have access to university entrance incentives to study languages?

For information about possible extra ATAR points, see the ANU’s online page about the national access scheme at <https://www.anu.edu.au/study/apply/national-access-scheme>. The ANU’s online page states that a Major is required.

9. What are the main indicators that a student should enrol at an advanced level?

The following is a paraphrased eligibility description for advanced language courses:

- Education: More than five (5) years in total of formal education in schools where the language is a language of instruction, including 2 years in high school, and or other formal education settings
- Residency and/or time spent in-country: More than five (5) years in total of residency and time spent in a country where the language is a medium of communication
- Use of the language outside the classroom: Sophisticated use of the language (spoken and written).

For the eligibility description for continuing language courses, see the details at http://www.bsss.act.edu.au/_data/assets/word_doc/0015/402270/BSSS_Language_Eligibility_Form_Board_Endorsed_2017.docx. Most students who have completed high school courses in languages, or who have equivalent experience in a language through other means such as exchange placements, are eligible to enrol in continuing courses. For reasons outlined on the Programs page on CAL website, we do not offer beginning courses.

10. What are the assessment tasks during each semester?

With the new languages curriculum, implemented in 2020, we run one task for each of the macro skills (listening, speaking, reading and writing) each semester, alternating between inquiry-based mode and test conditions mode for each of the tasks from one semester to the next. Scheduling is listed on the Events page on CAL website. There are additional details in unit outlines and assessment task descriptions on class pages on the Languages.Org.Au website.

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