**PERCEPTIONS**

The breaking down of perceptual barriers will support language learning.

- Recognise that language learning is literacy learning and that literacy is broader than English literacy: that it is multi model and multi media and should be inclusive of additional languages.
- Challenge outmoded and negative conceptions with respect to language learning and teaching.
- Provide access to information so that decision-making is informed by knowledge rather than hearsay or prejudice.

**PROCESSES**

The development of collective understanding and collective action with respect to the establishment of successful and sustainable language programs requires:

- The place of languages and interculturality in the Australian Curriculum.
- An active supporter of a shared vision for languages within a school community.
- A transformational leader.
- A planner for the future of languages that positions them long term within a whole school framework so that they are sustainable.

**PRACTICES**

Learning and teaching practices that result in successful language learning encompass:

- The use of digital media and technology.
- The use of a literacy approach to language learning where communication is central, where intercultural understandings are developed and where learning is cumulative.

How is successful language learning achieved?

- Languages are not to be perceived as ‘extras’ or ‘options’ and as being dependent on external funding.

- Evidence suggests that the most powerful factor in a sustainable languages program is a committed and supportive school administration. (Uptake p101)

- Successful language learning is achieved when effective partnerships operate on a range of levels.

**PLACE**

The place of languages needs to be acknowledged on a number of levels.

- Recognise that Asia, its languages and Australia’s engagement with Asia is acknowledged within policy documentation at Federal Government Level.
- Language teachers need:
  - Their place in a school community to be recognised.
  - Support that is commensurate with support received by other staff members.
  - To be involved in school decision-making processes.
  - Only to do as much as is expected of their colleagues.

**PRINCIPAL**

- An active supporter of a shared vision for languages within a school community.
- A transformational leader.
- A non-passive demarginaliser of language teachers.

**PARTNERSHIPS**

- Whole school support within school partnerships between:
  - School executive team and language teachers.
  - Language teachers and other staff members.
  - Language learners and their teachers.

- Connecting languages programs F-12 within and beyond school communities.

- Collaborative development of the school as a learning community that has responsibility for languages.