

## **Contributor Biographies**

**Liberty Campbell** is the Catholic Education Commission's representative on the Languages Advisory Panel, the project officer for Languages in the Broken Bay diocese (NSW) and teaches Japanese at a Catholic boys' high school in Sydney. Her particular area of interest is in supporting teachers to meet the various demands on them to embed numeracy, literacy, differentiation, cross-curricular content and intercultural competencies in more coherent and considered ways. She is also the author of the Jblog textbook series and a closet Crayon-Shinchan fan.

**Kathleen Duquemin** holds an MA in Applied Linguistics, and Graduate Degrees in both Japanese Language and Primary Education. She has been involved in curriculum development for second language education, and as a writer and curator in the development of digital resources for Japanese language learning.

**Shingo Gibson-Suzuki** teaches Japanese at Taylors Lakes Secondary College (Vic) where he is also the eLearning Leader and Coordinator of LEAP accelerated learning program years 7 to 9. He was a part of the Language Learning Spaces project of Education Services Australia, and has presented at JLTAV conferences and The National Symposium in Japanese Language Education. He was a finalist in the Victorian Education Excellence Awards in 2014 and 2015 and in the Polycom Teaching Excellence Awards in 2013. Shingo founded and moderates the Japanese Language Teachers of Australia Facebook Group, with over 2000 members from around Australia.

**John Hajek** is Professor of Italian Studies and director of the Research Unit for Multilingualism and Cross-cultural Communication (RUMACCC) at the University of Melbourne, as well as founding President of the Languages and Cultures Network for Australian Universities (LCNAU). An experienced linguist, and teacher of European and Asian languages, he is a passionate advocate of high-quality languages education and also of new ways of motivating multilingualism and language study in Australia.

**Kelly Harrison** has been teaching Japanese for seven years in Queensland and has been teaching CLIL for two years. Kelly studied Japanese at high school, then at the University of Queensland and also for one year at the Kitakyushu City University. Her interest in CLIL programs stems from a desire to see students improve their speaking proficiency and confidence.

**Taku Hashimoto** was a foundation teacher in the Japanese Bilingual Program at Wellers Hill State School (Qld). The program began in 2014 and today encompasses around four hundred students from Years 1 through to 4. Taku has played an instrumental role in the program's ongoing success, and is believed to be the first Japanese administrator in an Australian public school.

**Cathy Jonak** was formerly a Language Consultant at the Japan Foundation, Sydney. Cathy taught Japanese in high schools in Sydney before joining the Japan Foundation,

where her work included teacher professional development around Australia and New Zealand, and resources development.

**Nathan Lane** has been teaching Japanese in Victorian Government and Catholic secondary schools for the past 17 years. He is the Director of Pedagogy and Innovation at Presentation College Windsor (Vic). Nathan has presented at state, national and international conferences and has been involved in resource development and external assessment for students studying Japanese at secondary level. He is President of the Japanese Language Teachers' Association of Victoria Inc. (JLTAV).

**Mayumi Mitsuya** is a Language Consultant at the Japan Foundation, Sydney. Mayumi taught Japanese in language schools and universities in various countries before joining the Japan Foundation, where she has been involved in teacher professional development around Australia and New Zealand, and resources development.

**Susan Palmer** has been employed for the past ten years as a part time teacher of Japanese language and culture at Balgowlah Heights PS (NSW), where she has developed a unique integrative Japanese program with a collaborative and intercultural learning focus. She has over 30 years of Japan-related experience and a deep affection for a country she refers to as her second home. Susan first lived in Japan as an exchange student and subsequently returned to Japan for several years to teach in a Japanese high school after completing a BA in Asian Studies (ANU) and a Grad Dip Ed at University of Canberra. Susan attributes her success in the primary classroom to these rich experiences.

**Natalie Pearce** is an experienced and passionate primary school Japanese teacher. She has also worked as a Curriculum Consultant in Western Australia and taught Language Teaching Methodology at Curtin University in 2015 and 2016.

**Robyn Spence-Brown** is a Senior Lecturer in the School of Languages, Literatures, Cultures and linguistics, Monash University (Vic). Robyn has a long-standing interest in the teaching of Japanese at both school and tertiary levels, and has been a joint author of two major reports on Japanese language education.

**Andrea Truckenbrodt** lectures in Language and Literacy Education at the Melbourne Graduate School of Education. Her research interests focus broadly on improving pedagogy, programs and participation in Languages Education. She is particularly interested in literacy-based approaches to Languages teaching and CLIL. Andrea was involved in writing the Australian Curriculum Languages for German. She has had a long-term involvement with a group of practising Japanese teachers creating units of work around Japanese picture story books.

**John Webster** has been a teacher for 31 years, 29 of them as a Principal. John commenced his principalship in small schools in Western Queensland. His current school is Wellers Hill State School in central Brisbane.