



ONLINE PROGRAM

UNLEASHING POTENTIAL, EXPANDING BOUNDARIES

NOVEMBER 15 - 16, 2024

## **WELCOME**



## **OHIRA YUKIHIRO**

Director / The Japan Foundation, Sydney

I am excited to welcome you to the sixth National Symposium on Japanese Language Education (NSJLE). The Japan Foundation, Sydney is delighted to bring this symposium to you together with the Monash Japanese Language Education Centre (MJLEC) and co-host the University of Technology Sydney.

NSJLE has been held biennially since its inauguration in 2012 (except for a break in 2020), each time bringing together educators, researchers and stakeholders from across all education sectors of the Japanese language community. We hope you treasure this opportunity to meet in person, to be inspired, to feel connected and affirmed, and to be able to return home with new potential for your classrooms and areas of activity.

The environment in the education sector as a whole, not limited to the language education sector, has been impacted in many ways and at many levels in rapid form during and after COVID, leaving us with new or pressing issues such as teacher supply and continuous language learning/teaching pathways. The development and utilisation of ICT technology, especially the explosion of AI is something we all face that may be incorporated and embraced in the field of language education. In this new era, we are continually met with choices of new tools and pathways in language education. This year's theme "Unleashing Potential, Expanding Boundaries" addresses this change. We strongly hope that by exploring new areas and ideas, we will be able to open new horizons in language education.

This Symposium cannot be made possible without the support of all presenters, participants, partners and sponsors, for whom I would like to offer my sincere gratitude for the commitment and generous contributions.

The concept, designing and planning of this symposium could not have been done without the broad expertise, advice and support from MJLEC. Director Anne de Kretser has been an essential part of NSJLE from the very beginning, and we felt extra reinforced with Manager Junko Nichols coming on board this time.

I would like to express my gratitude to Associate Lecturer Akiko Hiratsuka, Associate Professor Emi Otsuji and their colleagues from UTS whom have been very supportive in hosting this Symposium at their campus and have provided much assistance both in the forefront and behind the scenes.

Thank you all for being a part of NJSLE2024. I hope you will make the most of this opportunity that we feel so proud to offer.

UNLEASHING POTENTIAL, EXPANDING BOUNDARIES



## ANNE DE KRETSER

Director / Monash Japanese Language Education Centre

It is with great pleasure and pride that I welcome you to the 6th National Symposium on Japanese Language Education. This gathering represents the pinnacle of our collective efforts to advance and celebrate the teaching and learning of Japanese across Australia.

The National Symposium is a vital biennial event that ensures we, as a national community of educators, remain at the forefront of the latest trends and developments in Japanese language education. It provides an invaluable platform for sharing insights, exchanging ideas, and fostering professional growth. By staying well-informed and connected, we enhance our ability to inspire and engage our students, ensuring that our teaching methods evolve to meet the dynamic needs of today's learners.

Japanese language education in Australia continues to flourish, thanks to the relentless passion and innovative practices of educators like you. Our schools and universities are recognized for their robust programs that not only teach the language but also immerse students in the rich cultural tapestry of Japan. This strength is a testament to your unwavering commitment and excellence in teaching.

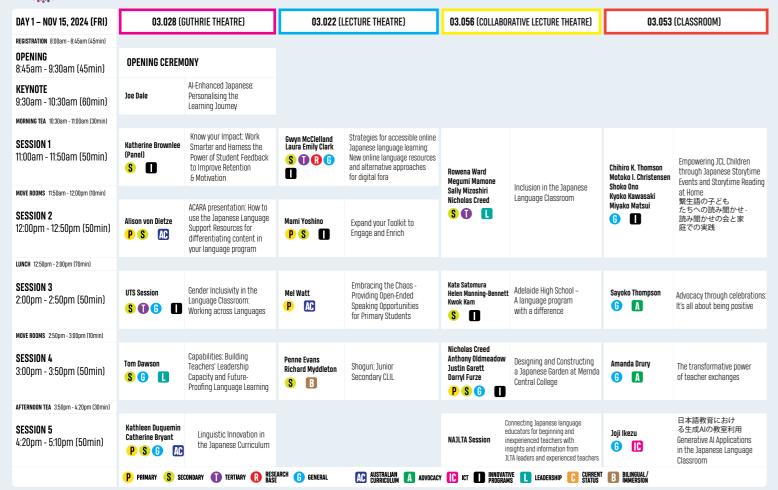
We are deeply grateful for your dedication, professionalism, and hard work. Your commitment to nurturing the next generation of Japanese speakers is not only inspiring but also pivotal in fostering cultural understanding and global connectivity. As teachers, you play a crucial role in opening doors to new worlds for your students, cultivating their curiosity, and guiding them on a path of lifelong learning.

We hope this symposium offers you a wealth of knowledge, renewed inspiration, and a strengthened sense of camaraderie with fellow educators. Together, we can continue to elevate Japanese language education in Australia and beyond by Unleashing Potential and Expanding Boundaries.

Thank you for your tireless efforts and for being here with us. We look forward to a symposium filled with enriching discussions and meaningful connections.



## UNLEASHING POTENTIAL, EXPANDING BOUNDARIES



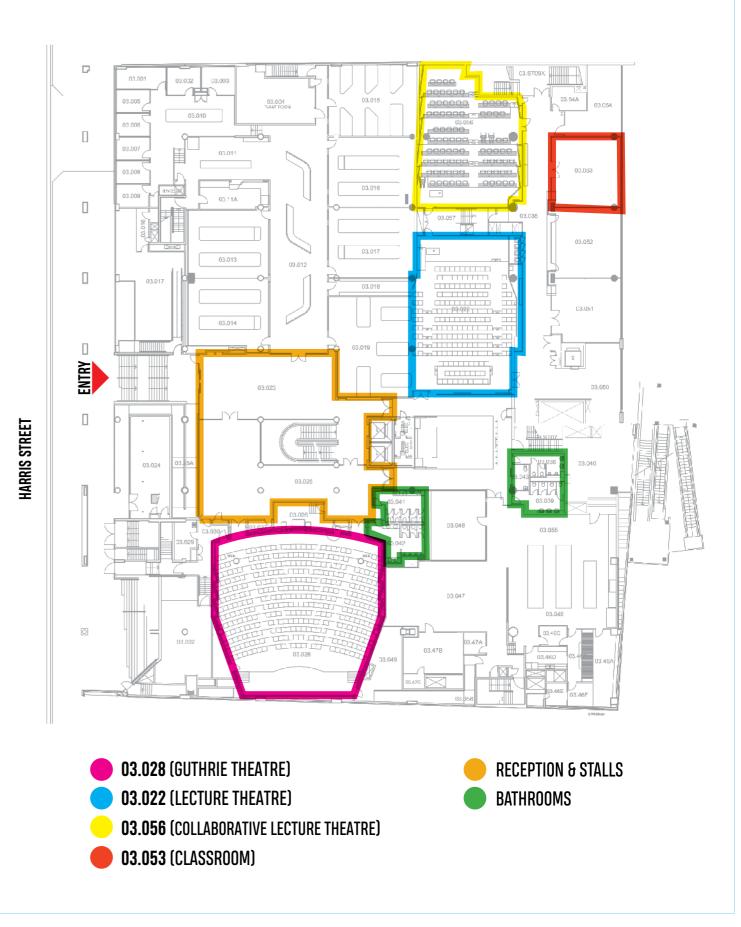


## UNLEASHING POTENTIAL. EXPANDING BOUNDARIES

DAY 2 – NOV 16, 2024 (SAT)	03.028 (GUTHRIE THEATRE)		03.022 (LECTURE THEATRE)		<b>03.056</b> (COLLABORATIVE LECTURE THEATRE)		<b>03.053</b> (CLASSROOM)	
REGISTRATION 8:15am - 8:45am (30min)								
<b>WELCOME</b> 8:45am - 9:00am (15min)	WELCOME							
PANEL DISCUSSION 9:00am - 10:30am (90min)	Anne de Kretser Gary Bonar Katherine Brownlee Sherryl Saunders Andrew Scrimgeour	Exploring, Understanding and Discussing All Aspects of Japanese Language Education						
MORNING TEA 10:30am - 11:00am (30min)								
<b>SESSION 1</b> 11:00am - 11:50am (50min)		Articulation of Japanese Language Learning Paths to University. A Roundtable Discussion and Information Sessions	Rachel McAllister P S T R G	The Evolving Language Classroom: Al, Adaptability, and the Future of Learning	Gary Bonar (Panel) P S R A	From Student to Teacher: Exploring Wellbeing and Identity of Pre-service Language Educators	Noriko Yamanaka PSPR	'Sing Move Nihongo' Incorporating Orff Approach into Japanese teaching
MOVE ROOMS 11:50am - 12:00pm (10min)	University session							
<b>SESSION 2</b> 12:00pm - 12:50pm (50min)			Megan McLaughlin	More time or more Languages?	Sherryl Saunders (Panel)	Beginning Japanese language teachers: Understanding the unique role and learning needs of language teachers	Natalie Hamilton	Unleash the potential of your students to understand kanji
LUNCH 12:50pm - 2:00pm (70min)								
<b>SESSION 3</b> 2:00pm - 2:50pm (50min)	Andrew Scrimgeour (Panel)	A profile of Japanese Language Education in Australian schools	Monique Francis Kathryn Tominaga P S	Reimagining Reading	Nathan Lane	Explicit instruction in the secondary Japanese classroom	Kumiko Nakanishi	Innovative programs - models for success
MOVE ROOMS 2:50pm - 3:00pm (10min)								
<b>SESSION 4</b> 3:00pm - 3:50pm (50min)	Alison von Dietze	ACARA workshop: Using the Version 9.0 Languages- Japanese Curriculum in Secondary Education: A Hands-On Workshop for Teachers	Benjamin Gibb	'Mirai, Futures with Japan' - An event for Y10-12 Japanese students showcasing in-country experiences	Junko Nichols P S	Incorporating Aboriginal Knowledge in Japanese Language Class through the Study of Seasons	Kaoru Kadowaki Takako Morita P S 🕒	継承語としての日本語を 学ぶ児童へのDLAを用いた 日本語能力測定の試み (A trial to measure Japanese Language Proficiency Using DLA for Primary Students Learning
LIGHT AFTERNOON TEA 3:50pm - 4:05pm (15min)								Japanese as a Heritage Language)
<b>CLOSING</b> 4:05pm - 4:50pm (45min)	CLOSING							
	P PRIMARY S SE	CONDARY TERTIARY RESE	ARCH (1) GENERAL (2) AUSTRALIAN (1) ADVOCACY (1) ICT (1) INNOVATIVE (1) LEADERSHIP (1) CURRENT STATUS			B BILINGUAL/		

# THE UNIVERSITY OF TECHNOLOGY, SYDNEY (UTS)

Level 3, Building 6, 702-730 Harris Street, Ultimo, NSW, 2007



## **INFORMATION**

## **DATE**

November 15-16, 2024 (Fri-Sat)

## **VENUE**

THE UNIVERSITY OF TECHNOLOGY, SYDNEY (UTS) Level 3, Building 6, 702-730 Harris Street, Ultimo, NSW, 2007

## **WEBSITE**

https://nsjle.org.au



## **INTERNET**

Displayed at the venue on the day of event

## **EMERGENCY & SECURITY**

## **On-campus security**

Dial 6 from a campus phone or 1800 249 559 from any phone

## **Off-campus assistance**

Dial 000 for Police/Ambulance/Fire Brigade

## **General enquiries**

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## **Emergency help points**

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## PRESENTED BY







CO-HOST









## STALL HOLDERS



















## KEYNOTE

DAY1: NOV 15, 2024 (FRI)



## **JOE DALE**

Independent Languages Consultant / UK

## Al-Enhanced Japanese: Personalising the Learning Journey

Language: English

## **ABSTRACT**

This keynote explores innovative applications of AI in Japanese language education, focusing on enhancing student engagement and cultural immersion. We'll examine how Al-powered conversational chatbots can provide safe spaces for speaking practice, building confidence and fluency. We'll explore Al-generated immersive storytelling to deepen cultural understanding and vocabulary acquisition. The presentation will demonstrate how Al-driven text-tospeech technology can support pronunciation and listening skills, while Al-powered image generation can create diverse, engaging visual materials for language learning. We'll also discuss AI tools for enhancing the accessibility of learning resources, ensuring inclusive experiences for all students. The integration of these AI capabilities with quality published resources will be addressed, striking a balance between technological innovation and proven pedagogical methods. By showcasing these practical applications, we aim to inspire educators to harness Al's potential in fostering genuine communication skills and reigniting community interest in Japanese language learning.

## **BIOGRAPHY**

Joe Dale is an independent languages consultant from the UK who works with a range of organisations such as The Association for Language Learning, The British Council, the BBC, Skype, Microsoft and The Guardian. He was host of the TES MFL forum for six years, former SSAT Languages Lead Practitioner, a regular conference speaker and recognised expert on technology and language learning. He has spoken at conferences and run training courses in Europe, North America, South America, the Middle East, the Far East and Australasia. He was described in a Guardian article as an 'MFL guru' and 'the man behind the #mfltwitterati". Joe's FB group 'Language Teaching with AI already has over 2500 members.

## PANEL DISCUSSION

## DAY2: NOV 16, 2024 (SAT)











# **Exploring, Understanding and Discussing All Aspects of Japanese Language Education**

Language: English

Anne de Kretser Director / Monash Japanese Language Education Centre (MJLEC) / VIC

Gary Bonar Senior Lecturer in Languages & TESOL / Monash University / VIC

Katherine Brownlee President, Japanese Teacher / Japanese Teachers Associations of NSW (JTAN), Gosford High School / NSW

Sherryl Saunders Former Treasurer / The Australian Federation of Modern Language Teachers Associations (AFMLTA) / QLD

### **ABSTRACT**

This comprehensive panel session will feature five expert speakers who will delve into the multifaceted world of Japanese language education. This session aims to provide a thorough exploration of the current landscape, challenges, and opportunities faced by educators in this field. It will explain latest research into the Japanese language educator community and explore the current situation for teachers, new teachers and preservice teachers.

Our distinguished panellists will cover a wide array of topics, ensuring a holistic view of Japanese language education:

Each expert will deliver a presentation, providing valuable perspectives and actionable insights. Following the presentations, there will be an interactive Q&A session, offering the audience an opportunity to engage with the speakers, ask questions, and participate in meaningful discussions.

## **Objectives**

Andrew Scrimgeour Adjunct Research Fellow / University of South Australia / SA

- To highlight and address the key challenges and opportunities in Japanese language education.
- To disseminate the latest research findings and their practical implications.
- To share experiences and strategies from experienced, new and pre-service teachers.
- To foster an interactive and collaborative environment for educators to discuss and exchange ideas.

This panel session promises to be a rich, informative, and engaging experience for all attendees, equipping educators with the knowledge and tools to enhance their teaching practices and better support their colleagues and their students.

## **BIOGRAPHIES**

Anne de Kretser is the Director of the Monash Japanese Language Education Centre (MJLEC) located at Monash University, Clayton. The MCJLE provides professional development and learning services, resource development, facilitates research and supports teachers, pre-service teachers and schools teaching Japanese in Victoria, South Australia and Tasmania predominantly and Australia more broadly. Anne is experienced in curriculum development and has sat on several Japanese language advisory committees and curriculum development projects, she has an thorough understanding of Japanese language education in Australia. She is the co-author of 'The Current State of Japanese language Education in Australian Schools' and co-convenor of the biennial National Symposium on Japanese Language Education, She was awarded the Japanese Foreign Minister's Commendation in 2021.

Gary Bonar is a Senior Lecturer in Languages and TESOL at Monash University. His research is in the areas of language teacher education and language teacher identity. Previously he taught languages (Italian, Japanese and EAL) and was a member of secondary school leadership. He also has extensive international experience teaching English as a foreign language in parts of Asia and Europe. Gary's research focuses on language teacher identity dynamics, aiming to optimize the preparation and support for language teachers in schools.

Katherine Brownlee is a Japanese teacher at Gosford High School on the Central Coast of NSW. Passionate about the learning and teaching of languages, Katherine has taught Japanese at tertiary level, and in comprehensive and selective secondary schools in NSW. Katherine has a strong interest in student retention, engagement and motivation at all levels of learning and is always looking for more effective strategies, techniques and approaches to further increase student interest in learning a foreign language. Katherine is a strong believer in the power of research and data, particularly student feedback, to enhance her teaching, and is constantly seeking to extend and improve her practice in the classroom.

Sherryl Saunders is former Treasurer of the Australian Federation of Modern Language Teachers Associations (AFMLTA). She has a well-established relationship with AFMLTA, fulfilling a variety of roles on the national body's executive including a term as President.

Sherryl has been a teacher of students from Year 1 through to secondary students in schools and a teacher of pre-service education students. She has been a teacher, including languages, in particular Japanese; a curriculum consultant and an assistant principal. Sherryl has a keen interest in maximising teacher quality to ensure maximised opportunities for learners. She has recently completed her PhD investigating the support provided to beginning language teachers.

**Andrew Scrimgeour** Andrew is an adjunct research fellow at the University of South Australia. He was course coordinator for the Master of Teaching, Languages Education specialisation for over 20 years. He was recently involved in a national project to review of program provision and student participation in languages learning in Australian schools, as part of a national project to develop a strategy and plan for Language Education in Australian schools. Andrew's research interests focus on aspects of languages teaching and learning in schools, including curriculum design, textbook design, learner engagement, and assessment practices, with a primary focus on Chinese language teaching and learning.





DAY 1 SESSIONS







Language: English

## **Know your Impact: Work Smarter and Harness the Power of Student Feedback** to Improve Retention & Motivation

Katherine Brownlee (Panel) President, Japanese Teacher / Japanese Teachers Associations of NSW (JTAN), Gosford High School / NSW

### **ABSTRACT**

### **Target Audience**

This session is for secondary teachers seeking a data-driven approach to improve the impact of their Japanese language programs on student retention, motivation and student language outcomes while also managing their workload.

#### **Outcomes**

Attendees will walk away with sample survey questions and a thorough understanding of how student feedback can empower their programs and help to better direct their limited time, energy and resources.

### Focus

We all want our language programs and our students to be successful. but sometimes looking at social media can make it seem like everyone else is doing amazing, engaging, innovative things and it is easy to feel pressured to do those things as well. However, how do you know what has the most impact on your students? Should you be running a lunch time club or should you give more homework? How do you find out?

This session focuses on how harnessing the power of student feedback through surveys (student voice and choice), in conjunction with a clear vision for success, can create a program that maximises positive impact on student engagement, retention and outcomes and helps target your time and energy to better focus on the things that create the most impact for your students, in your context.

By using strategically designed surveys and involving students in co-creating aspects of your program, you can discover what the most motivating thing is for your students, what their expectations of success are, and how they are feeling throughout their studies. It is far too late to create an engaging presentation at subject selection time - students are making their decisions about continuing or not into Year 9 or Year 11 from the beginning. It is easy to feel that the need to go the extra mile and have beautiful classroom displays, lunch time clubs and overseas excursions to guarantee success, but you may find that what students value is infinitely simpler.

### Insights/Conclusion

This approach will help you to manage your workload through focusing on the aspects that have the greatest impact in achieving your program goals.

### **BIOGRAPHY**

**Katherine Brownlee** is a Japanese teacher at Gosford High School on the Central Coast of NSW. Passionate about the learning and teaching of languages, Katherine has taught Japanese at tertiary level, and in comprehensive and selective secondary schools in NSW. Katherine has a strong interest in student retention, engagement and motivation at all levels of learning and is always looking for more effective strategies, techniques and approaches to further increase student interest in learning a foreign language. Katherine is a strong believer in the power of research and data, particularly student feedback, to enhance her teaching, and is constantly seeking to extend and improve her practice in the classroom.





**DAY 1: SESSION 1** 

Language: English











## Strategies for accessible online Japanese language learning: New online language resources and alternative approaches for digital fora

**Gwyn McClelland** Senior Lecturer in Japanese / University of New England / NSW Laura Emily Clark Lecturer in Japanese / University of New England / NSW

### **ABSTRACT**

### **Target Audience**

This paper is aimed at tertiary and secondary Japanese language educators who are interested in integrating established pedagogies that enhance learning and teaching within online platforms.

### Outcomes

Attendees will be offered insights into how to continue to build robust and technologically accessible subjects in the post-Covid-19 context. This paper will focus on exploring a range of methods and technologies that are easily adapted to online learning and teaching, and the manner in which these address the needs of unique and diverse cohorts.

### **Focus**

One aspect will include the introduction of a new online teaching resource, 'Hidden Christian World Heritage in the Goto', supported by the Yanai Initiative at UCLA and by Waseda University on the Japan Past and Present website. This website incorporates interviews in the Japanese language, as well as transcripts of the interviews in English. Themes including gender, self, identity and heritage are incorporated, and a lesson plan will be discussed as a practical example for teachers.

The students can play excerpts of interviews in Japanese, while reading a Japanese language and/ or English transcript. This resource is usable for senior secondary and tertiary students and educators of Japanese. The other aspect presented will be on alternative approaches to forum posts as a method for student participation - examining critically the intended outcomes of encouraging regular, digital contact as a method for student retention and engagement. Reforming the static digital forum post into an assessed but low-risk space for students to practice key skills and receive regular feedback is posited as a key approach. A set of examples of potential tasks and outcomes will be introduced.

## Insights/Conclusion

Essentially, this paper will demonstrate that online spaces are not a weak alternative to the inperson classroom, although they do require alternative methods, and careful resourcing.

## **BIOGRAPHIES**

Gwyn McClelland is Senior Lecturer at the University of New England, Armidale. He has been a member of the Japanese teaching community in Australia since 1995. As an oral historian, Gwyn conducts research engaging with religious discourses in memory, history, theology, and sensory studies. His first monograph was published in 2019 by Routledge, Dangerous Memory in Nagasaki: Prayers, Protests and Catholic Survivor Narratives. Gwyn was awarded the 2022 Japan Foundation Fellowship to examine UNESCO World Heritage Hidden Christian sites within the Gotō Archipelago. He is 2024 fellow at the University of New England in the Future Histories Project.

Laura Emily Clark received her PhD in Japanese Literature from the University of Queensland for her work on the representation and construction of Japanese gender ideals, with a focus on masculinity, across contemporary author Haruki Murakami's novels. Her research interests include contemporary Japanese literature and popular fiction, gender norms. and the role of disaster fiction. She is the Literature Area Editor for Japanese Studies Journal. As part of her collaborative research she has explored the motivations of students who continue to advanced language learning and the drivers behind successful PhD completion in Australian universities.

















## Inclusion in the Japanese Language Classroom

Language: English

**Rowena Ward** Senior Lecturer / University of Wollongong / NSW Megumi Mamone School Learning Support Officer (SLSO) / Port Hacking High School / NSW Sally Mizoshiri Languages Teacher (Japanese) / North Sydney Girls High School / NSW Nicholas Creed Middle School Assistant Principal / Mernda Central College / VIC

## **ABSTRACT**

### **Target Audience**

It is anticipated that the discussion will be useful to Japanese teachers at all levels of the education system and provide important insights and avenues for further discussions relating to inclusiveness in the classroom.

### **Outcomes**

This roundtable-style panel aims to encourage a conversation among educators about inclusiveness in the languages classroom. It is also designed to boost communication between the School and Tertiary sectors to better understand the situation in different states, the inclusive practices in place and how students obtain the necessary adjustments for the classroom, especially the Japanese languages classroom.

### **Focus**

Members of the panel will provide insights from their experiences relating to inclusion in the classroom.

## Insights/Conclusion

According to the Australian Bureau of Statistics (2019), 7.7% of children under 15 in 2018 had a disability and the proportion had increased since 2012, despite an overall decrease in the proportion of the population with a disability. To enable all students to reach their potential. 'change and modifications may need to be made' to accommodate students with a disability (Education Services Australia 2020: 4).

The increase in the proportion of children with a disability impacts the whole education system both in, and out, of the classroom. Not only has the types of disabilities changed over time, but the modifications needed by an individual student often change as they mature. In the primary and high school sectors, these modifications may be introduced after consultation between parent(s) or guardian and staff, including Support Staff. However, in the tertiary sector, as adults, students are largely required to advocate for themselves and register to receive appropriate adjustments.

Australian Bureau of Statistics (ABS) 'Disability, Aging and Carers, Australia: Summary of Findings', available online at: https://www.abs.gov.au/statistics/

health/disability/disability-ageing-andcarers-australia-summary-findings/ latest-release (accessed 30 May 2024).

Education Services Australia (2020) 'Planning for personalised Learning and Support: A National Resource', NCCD available online at: https://www.nccd.edu.au/sites/ default/files/planning\_for\_ personalised\_learning\_and\_support. pdf (accessed 31 May 2024).

## **BIOGRAPHIES**

Rowena Ward is a Senior Lecturer in Japanese and the Discipline Leader for Languages and Linguistics in the School of Humanities and Social Inquiry at the University of Wollongong. She has published on the employment of Japanese language graduates and issues about gender in the languages classroom. She has taught all levels of Japanese at the tertiary level and also subjects on modern Japanese history and politics.

Megumi Mamone is a School Learning Support Officer (SLSO) in NSW schools, who has also served as a Workshop Coordinator and Committee Member for the Japanese Teachers' Association of NSW (JTAN) for 8 years. Megumi has extensive experience in supporting the Japanese teacher community through community events, with strong links to many practicing teachers from a range of contexts.

Sally Mizoshiri has extensive experience teaching Japanese in a NSW selective high school from Stage 4 to Extension Japanese classes. Creating and selecting engaging resources is a passion for her. Sally has experience presenting at department Japanese teachers' conferences as well as JTAN NSW conferences. She serves as the Vice President of JTAN NSW.

Nicholas Creed is the Middle School Assistant Principal at Mernda Central College. He completed a Bachelor of Arts at The University of Melbourne alongside a Diploma in Modern Languages (Japanese). Nicholas subsequently completed a Graduate Diploma of Education (Secondary), and in 2012 completed a Professional Certificate in Education (CLIL). Nicholas moved to Mernda Central College in 2018 to establish the Japanese program. Prior to this, he taught Japanese and History for 12 years at Mount Waverley Secondary College. Nicholas has extensive experience teaching Year 7-VCE Japanese in flexible learning environments, and a passion for sharing knowledge of Japanese language and culture and advocating for languages education.















Language: English/Japanese

**Empowering JCL Children through Japanese** Storytime Events and Storytime Reading at Home 繋生語の子どもたちへの読み聞かせ - 読み聞かせの会と家庭での実践

Chihiro Kinoshita Thomson Professor / University of New South Wales, Australian Network for Japanese as Community Language / NSW Motoko Iseki Christensen Volunteer Coordinator of Japanese Storytime for Children (ANJCL & JPF Sydney library) / NSW Shoko Ono Lecturer / University of Technology Sydney, Australian Network for Japanese as Community Language / NSW Kyoko Kawasaki Lecturer, Researcher / University of Western Australia, Australian Network for Japanese as Community Language / WA

Miyako Matsui Lecturer, Researcher / University of Wollongong, Wollongong Japanese Language Centre, Australian Network for Japanese as Community Language / NSW

### **ABSTRACT**

### **Target Audience**

This presentation is designed for parents, educators, and community members who support children learning Japanese as Community Language (JCL children).

### Outcomes

Attendees will receive insights into various Japanese Storytime Events designed for JCL children, ranging from those organised by large organisations like The Japan Foundation Sydney, smaller community groups such as Perth Kodomo Bunko, as well as in schools and preschools. Participants will understand the Storytime Events' objectives and significance, and acquire practical guidance for organising successful storytime sessions. As engaging in storytime reading practices at home also nurtures children's bonds with Japanese language and culture, insights into meaningful storytime reading practices at home will also be shared.

### Focus

The presentation will highlight five key aspects: (1) the benefits to children, such as how storytime reading encourages JCL children's literacy development, (2) discussing the opinions held by parents, educators, and the community about storytime reading, (3) resources for meaningful storytime

reading sessions, (4) community building, including how storytime reading events foster social connections among parents and community members, and (5) addressing challenges faced by communities and families, along with strategies for overcoming them. Attendees will have opportunities to share their concerns and questions regarding storytime reading and literacy development of JCL children with the presenters and other members of the audience.

### Insights/Conclusion

Storytime reading events serve as a win-win situation: JCL children absorb language and culture in the context of an engaging storyworld. They can share their experiences and build rapport with other children connected to Japan, while participants can build community during the events. Storytime reading at home also presents excellent opportunities to enrich the language skills of children and their families in an enjoyable context where familial bonds can be strengthened.

### **BIOGRAPHIES**

## Chihiro Kinoshita Thomson is

Professor of Japanese Studies at UNSW Sydney. She is a multi-award winning teacher of Japanese. Her research interests include Australian learners of Japanese as a second and community language, and their communities of practice. Her most recent book is Foreign Language Learning Communities of Practice: Mechanisms for Participatory Learning (2017). She has published numerous papers including "From Keishogo (Heritage language) to KEISHOGO (Community language): An examination of language of children with connections to Japan" in Journal for Children Crossing Borders (2021). She currently leads the Australian Network for Japanese as Community Language.

## Motoko Iseki Christensen has

extensive experience in teaching Japanese from preschool age to university students and mature aged adults in Australia and overseas. Her long-standing teaching involves a range of contexts reflected in adaptable and flexible methods catering for students' needs, consistent with her PhD research work at UNSW, Sydney. She also participates in interest groups focusing on Japanese as a community language and well-being through dramatization. She uses culturalhistorical activity theory in her research. She is coordinating storytelling sessions at Japan

Foundation Sydney (JPF) in collaboration with JPF Sydney Library and Australian Network for Japanese as Community Language.

**Shoko Ono** has been teaching Japanese language and culture in various Australian institutions for many years. She currently lectures Japanese Language and Culture at the University of Technology Sydney, and lecturer of Japanese language at the Japan Foundation, Sydney. She is one of the founding members of Australian Network for Japanese as Community Language (ANJCL). Her interests include how educators can effectively support the further development of young heritage Japanese language users, as well as teaching Japanese language learners at advanced and upper-advanced levels.

Kyoko Kawasaki has been teaching the Japanese language at tertiary education institutions in Australia for over 30 years and is currently teaching at the University of Western Australia. She has also served as the chief examiner and marker of ATAR Japanese in Western Australia for a number of years. Recently, she has been conducting seminars and workshops for parents and teachers on supporting children who learn Japanese as a community language. She is one of the founding members of Australian Network for Japanese as Community Language (ANJCL). She is also hosting a Japanese children's book club at home.

Miyako Matsui is an experienced language teacher both in Japan and Australia. She completed her Ph.D. in 2022 investigating parental involvement in Japanese heritage language and cultural maintenance in Australia. She has been teaching Japanese at the University of Wollongong since 2012. Miyako became a member of the Australian Federation of Modern Teachers Association (AFMLTA) Promotions Officer as well as the Modern Language Teachers Association of New South Wales (MLTA NSW) Secretary in 2022. She is also a member of the Australian Network for Japanese as Community Language (ANJCL). Miyako is passionate about further developing her knowledge of the community language programs and language studies at schools in Australia.











Language: English

## ACARA presentation: How to use the Japanese Language Support Resources for differentiating content in your language program

Alison von Dietze Languages Curriculum Specialist / Australian Curriculum and Assessment Reporting Authority - ACARA/ QLD

### **ABSTRACT**

### **Target Audience**

This session is designed for Japanese language educators who seek practical tools for efficiently differentiating language content within their programs.

### Outcomes

Participants will gain an understanding of the features of the Japanese Language Support Resource and learn how to utilise it effectively to cater to diverse language abilities within their classrooms. By exploring examples from both primary and secondary teaching contexts, attendees will grasp how this resource facilitates differentiation and accommodates various entry points into language learning.

## **Focus**

The presentation will focus on providing an overview of the Japanese Language Support Resource's key features and demonstrating its application in sample teaching scenarios. Participants will see how this resource supports differentiation by addressing the diverse language abilities present in a typical classroom setting.

### Insights/Conclusion

Attendees will leave with a clear understanding of the breadth of ACARA resources available for language educators, empowering them to make informed decisions related to their own teaching practice and future professional development.

## **BIOGRAPHIES**

As a Languages Curriculum Specialist on the ACARA Curriculum Team, Alison von Dietze possesses extensive expertise in the Version 9.0 Australian Curriculum. She played a pivotal role in collaborating with teacher teams nationwide, state-level language expert representatives, and the ACARA Language team to refine the Language curricula. With a wealth of Japanese and EALD teaching experience spanning primary, secondary, and tertiary education both nationally and internationally, Alison is passionate about sharing her knowledge and enthusiasm for the revised Languages curriculum, empowering teachers to embrace its exciting potential.



**DAY 1: SESSION 2** 







## **Expand your Toolkit to Engage and Enrich**

Language: English

Mami Yoshino Japanese Coordinator and Shadow Head of Languages Department / Foxwell State Secondary College / QLD

### **ABSTRACT**

### **Target Audience**

This is a practical workshop designed for primary and secondary educators eager to enhance student engagement, foster resilience, and uncover fresh tools for their teaching arsenal. Delve into innovative approaches aimed at cultivating a vibrant learning atmosphere that sparks joy for both students and teachers alike.

### Outcomes

Attendees will leave with experience using a variety of engaging brain breaks which are low-prep, lowrisk, and high reward. Participants will also gain an insight into how their current curriculum can be infused with Japanese values, 21stcentury skills, and the Sustainable Development Goals (SDGs).

### **Focus**

This workshop has two main focuses. The first focus is on a repertoire of tools, strategies, and mental models that bring success to students and educators. This includes the use of the MoodMeter, and a range of kinaesthetic and competitive language learning games. The second focus is an introduction to an innovative language program which integrates the Australian Curriculum with Deep Learning principles, SDGs, and a rich tapestry of Japanese values such as mottainai and ikigai.

## Insights/Conclusion

A quiet and compliant student does not guarantee that they are flourishing. Teachers are prompted to introspect on their mental models, evaluating whether their current practices truly facilitate success for all learners. Embrace the opportunity to harness the full potential of the language classroom, preparing students not only for high school or university but for the dynamic challenges of the future.

### **BIOGRAPHY**

Mami Yoshino holds the roles of Japanese Coordinator and Shadow Head of Languages Department at Foxwell State Secondary College. Recently appointed as the Co-Convenor of the Language Teachers of Queensland, she brings a wealth of experience and dedication to her work. With a deep passion for pedagogy and student engagement, Mami is committed to empowering fellow educators to discover the joy of teaching in the language classroom while ensuring success for every student.





















Language: English

## **UTS Session Gender Inclusivity in the Language Classroom: Working across Languages**

Angela Giovanangeli Senior Lecturer / University of Technology Sydney / NSW Fredericka van der Lubbe Lecturer / University of Technology Sydney / NSW **Elena Sheldon** Senior Lecturer / University of Technology Sydney / NSW Akiko Hiratsuka Associate Lecturer / University of Technology Sydney / NSW

### **ABSTRACT**

### **Target Audience**

A powerful argument for the central place of foreign language education in fighting social inequalities lies in positioning students in how they perceive and understand themselves and the world around them. Foreign language activities and pedagogies centred on more embodied and personal reflections surrounding gender inclusive language create the possibility of providing a space for language students to explore diversity, belonging and a more inclusive language learning trajectory. To this end, It is imperative for educators to actively engage in the ongoing debate on this topic and explore ways for students to engage with gender inclusive language in their language learning.

### **Outcomes**

The UTS's Languages team teaches across six foreign languages and is collaboratively working on a study that engages with some of the diverse perspectives that emerge across the various languages in the context of gender inclusivity.

### Focus

The team will present some insights from this project, by focusing in particular on the student perspective so that language teachers may plan for students' needs and prepare a more socially inclusive language curriculum. While the Japanese language will serve as the central case study, our discussion will also draw on the broader experiences of the language team.

### Insights/Conclusion

The aim of the presentation is to address both students' perspectives on gender inclusivity in language learning and the interdisciplinary advantage of teachers working closely together across European and Asian languages.

## **BIOGRAPHIES**

### Angela Giovanangeli is a

Senior Lecturer and Languages Cluster leader in the School of International Studies and Education in the Faculty of Arts and Social Sciences at the University of Technology Sydney where she teaches courses in French studies. Her research interests include foreign language education, intercultural education and French cultural practices.

Fredericka van der Lubbe has been working at UTS since 2008 and has been coordinating the German Language and Culture program since 2018. She teaches German language and publishes in 18th century Anglo-German relations. Recently she has started collaborating with her languageteaching colleagues on a common approach to gender inclusivity in the language-learning classroom.

Elena Sheldon is a Senior Lecturer in the Faculty of Arts and Social Sciences, University of Technology Sydney (UTS), where she coordinates and teaches 'Spain In-country Study' and coordinates and teaches in the Spanish Language program. Her research interests include applied linguistics. discourse analysis, second language acquisition, genre theory from the perspective of Systemic Functional Linguistics, and academic writing for publication. She has published several articles in elite journals and a book titled, Knowledge Construction in Academia: A Challenge for Multilingual Scholars.

Akiko Hiratsuka is a Education Focused Associate Lecturer in the School of International Studies and Education at University of Technology Sydney. She teaches and coordinates Japanese Language and Culture subjects and has conducted several eTandem projects for student online language exchange with universities in Japan. Akiko has keen interests in sociolinguistics and ethnographic research and is currently undertaking a PhD study focusing on translingual family practice.



**DAY 1: SESSION 3** 

Language: English





## **Embracing the Chaos - Providing Open-Ended Speaking Opportunities for Primary Students**

Mel Watt Japanese Teacher R-6 / Warradale Primary School / SA

### **ABSTRACT**

### **Target Audience**

By 'embracing a little chaos' whilst teaching a unit "What is a story," Mel had great success working with year 1-3 students, with students becoming risk-takers and working together to learn more vocabulary that ever before...in 1 lesson a week!

#### Outcomes

With student work samples, video footage and easy to follow timelines, you will be able to leave this session ready to embrace the chaos...and see how fun it can be!

This workshop will look at what worked, what needed refinement and lots of ideas to share so you can take storytelling and folk tales to a whole new level. The techniques shared can easily be incorporated into other units of work and other year levels. Mel's session will be particularly helpful with those who are still wrapping their heads around conceptual, rather than topic-based teaching.

## Insights/Conclusion

By stepping away from the front of the classroom, Mel enabled her students to create their own stories and embrace new learning, using more Japanese than she thought possible. Incorporating the resources from this unit and letting students experiment with speaking tasks not limited to a set list of vocabulary and grammar, saw the students grow in confidence and therefore engagement increased dramatically.

### **BIOGRAPHY**

Teach what you love and love what you teach is **Mel Watt**'s personal philosophy. Teaching Japanese is a huge source of joy but she also understands the challenges of being a sole language teacher and teaching complex composite classes. Despite 16 years' teaching experience across High School and Primary Schools in SA, Mel is still learning and growing as an educator and loves sharing this process with her colleagues. Mel teaches at Warradale Primary School and is also the JLTASA Secretary.











Language: English

## Adelaide High School - A language program with a difference

Kate Satomura Teacher of Japanese Language and Culture / Adelaide High School / SA Helen Manning-Bennett Special Entry Language Program, International Students and Global Perspectives Leader, Teacher of Japanese Language and Culture / Adelaide High School / SA Kwok Kam Japanese Teacher and Intercultural & Global Perspectives Learning Leader / Adelaide High School / SA

### **ABSTRACT**

### **Target Audience**

This presentation is for secondary teachers and leadership looking for ways to enhance or make positive changes to their current Languages Program.

#### **Outcomes**

Attendees will walk away with some practical examples, as well as big picture, long term ways they can advocate for languages and instigate positive changes to their school's current Languages program.

### Focus

How does a school offer eight languages from years 7 -12 and manage to foster collegiality, intercultural understanding and inclusivity and maintain high take up of languages at senior years? Adelaide High School presents a unique model of Language Education in Australia which aims to do just this.

A model of the Language program is presented, while the positive aspects, and challenges of such a program are also be explored. Practical examples of ways students are kept engaged and positive throughout their language learning journey will also be shared

### Insights/Conclusion

It is possible to foster a respect for and love of languages in your school community, which can reach beyond the classroom. Not only for school, but for life.

### **BIOGRAPHIES**

Kate Satomura is a Japanese teacher currently working at Adelaide High School, She has taught Japanese from Junior Primary to Secondary in Independent, Catholic and Government schools. Before teaching Japanese, Kate worked as an ALT in Japan for many years. In 2013 she moved back to Japan with her family to work in a tiny primary school in rural Nagano for a year. Kate has presented workshops on Visible Thinking and Intercultural Understanding at the JLTAV and JLTASA conferences, as well as the 2022 NSJLE.

Helen Manning-Bennett has had the privilege of working at Adelaide High School for over 20 years. Currently, she is the leader of the Special Entry Language Program, International Students and Global Perspectives. Previously, as Language Coordinator for 12 years, a major element of her role was overseeing multiple study tours to Italy, France, Spain, Germany,

Greece, China and Japan: leading multiple study tours to Japan and overseeing the establishment of Sister School relationships (Japan, Italy, Greece, France, Germany, Spain, China). Helen is also a teacher of Japanese, French, Philosophy and Research Project and she mentors student leadership groups such as debating, Intercultural Ambassadors, UNYA and ASEAN. Helen has also lived and worked in Japan for four years as an AET.

Kwok Kam has been a member of the Languages team at Adelaide High School for 8 years, specialising in Japanese language and Research Project. Fascinated by the interactions between cultures, he began his teaching career as an ESL teacher, helping migrants adjust to life in Australia. This led him to the opportunity to work in Japan, teaching English to senior high school students in Osaka through the JET program. Now, as a member of the Adelaide High School Languages team, he continues his interest in diverse cultures through his work to develop intercultural perspectives in the school community by supporting the Intercultural Ambassadors student leadership team, as well as supporting his colleagues in strengthening Adelaide High School's many international sister school relationships.

UNLEASHING POTENTIAL, EXPANDING BOUNDARIES



**DAY 1: SESSION 3** 





Language: English

## Advocacy through celebrations: It's all about being positive

Sayoko Thompson Japanese Teacher, ACT Japanese Network Leader / Gungahlin College / ACT

## **ABSTRACT**

## **Target Audience**

This presentation is for both primary and secondary school teachers or anyone wishing to advocate for language learning at their school or within their community and is wanting new ideas and initiatives to try.

### Outcomes

The attendees will be equipped with a range of simple, hands-on strategies and ideas to promote and advocate Japanese language learning effectively within their schools and the wider community. Together we will unpack a range of case studies, based off work from the ACT Japanese Network, that showcase ideas that can be powerful tools for language advocacy. Examples include ways to involve your school leadership in your language programs, ways of working together with other Japanese Teachers in your area to save your time and inspire your students, gaining support from outside agencies such as The Embassy of Japan, and the role of sister city/school relationships and community events in engaging our students and supporting our programs.

The session will examine how we can support each other as colleagues to reduce our workload yet maintain strong programs that are valued in our school communities. Discussion about ways to celebrate the work we do and the incredible learning of our students as they navigate learning

Japanese is important to help value and grow our programs. Keeping in mind teacher's ever-growing workload, the session aims to give positive, thought-provoking ideas to take away and try in your school. Thinking about how we switch challenging situations into strengths is a key component in the current climate of teaching and small things can have a really big impact in our schools.

### Insights/Conclusion

In summary we all wish for 和/ harmony in our schools and strong language programs that are valued by all stakeholders. While we have many challenges in teaching, working together as colleagues and wider communities allows us to pool our resources, ideas and strategies and become stronger as well offering our students more opportunities.

## **BIOGRAPHY**

SayokoThompson has been a Japanese teacher for both primary and high school since 2013 in Canberra and currently teaching Years 11 and 12 at Gungahlin College. Sayoko is passionate about supporting smooth transitions from Year 10 to senior courses and advocating to maintain the state of Japanese. Taking the current ACT Japanese Network Leader role since 2022, Sayoko's recent goal is to inspire teachers by supporting teachers' collaborations for strong advocacy. Originally from Tokyo, Japan. One of the last graduates of Central Queensland University -Bachelor of Learning Management (Japanese) in Rockhampton, QLD.











## Capabilities: Building Teachers' Leadership **Capacity and Future-Proofing Language Learning**

Tom Dawson Leader of Community Engagement / Gleeson College / SA

### **ABSTRACT**

### **Target Audience**

Language teachers who are either currently working in a school leadership position, or are aspiring to, as well as visionaries.

### **Outcomes**

Attendees will come away with a strong founding in capability development, and a case study (with practical ideas) to base their own school or faculty's exploration in the capability space on, to reorient their purpose towards holistic intercultural and interpersonal competence.

### **Focus**

This presentation's focus is twofold. 1: how to develop your own leadership capacity by leading a "big ticket" schoolwide improvement project, and 2: how to prepare yourself and your teaching to withstand the shift towards capability development and global competence.

### Insights/Conclusion

The OECD's 2030 Learner Compass presents a crossroads for languages education. It is certainly clear to many that the pedagogies of the past are no longer fit for the present, not to mention the future that's just around the corner. A slight shift towards broader, more holistic capability development is what language learning needs to remain relevant in an increasingly digital, globalised world.

## **BIOGRAPHY**

Tom Dawson is in his sixth year at Gleeson College and his third year as JLTASA President. A senior Japanese teacher by trade, he has enjoyed the fun, energetic environment teaching Year 7s over the past couple of years. His focus in recent years is increasing student agency in their language learning, both in the middle and senior years. Tom's school leadership journey happened almost by accident, by being in the right place at the right time, but was cemented through his advocacy for and rollout of a schoolwide capabilities focus.





**DAY 1: SESSION 4** 





## **Shogun; Junior Secondary CLIL**

Language: English

Penne Evans Languages Faculty Leader / Lilydale Heights College / VIC Richard Myddleton Humanities and Japanese Teacher / Lilydale Heights College / VIC

### **ABSTRACT**

### **Target Audience**

A Daimyo murders a young noblewoman's parents then marries her for her family name. Then she has his son. Should he kill his enemies, or win them over? Or play the long game? The compelling scandals and strategies of the Warring States period engage students in learning about the family in a way that most courses don't. This session is for junior secondary teachers who are seeking CLIL strategies to engage their students. The unit can complement Humanities units on Medieval History or Feudal Japan in Year 8, or it can be stand-alone.

### Outcomes

At the end of this session, teachers will walk away with a full unit that has been used with great results at a government secondary college in the outer suburbs of Melbourne.

## **Focus**

This presentation focuses on an episode from the real story behind the series 'Shogun', the story of Oda Nobunaga, Toyotomi Hideyoshi and Tokugawa leyasu, the three daimyo lords who united Japan at the end of the Warring States period. Students learn writing skills, the family, adjectives and the construction of simple sentences.

## Insights/Conclusion

It can be a challenge to start a CLIL unit, difficult to structure the teaching and hard to find resources. This unit fits neatly with Humanities subjects and really engages students. This is CLIL made simple, and it works.

## **BIOGRAPHIES**

Penne Evans worked in the corporate world in London and Tokyo before changing careers and becoming a yoga teacher. She began teaching Japanese at Lilydale Heights College seven years ago and is now the Languages Coordinator. Penne soon wanted more than just teaching grammar and vocab. Her bright and bubbly personality meant she really wanted to engage students and share her love of Japanese culture and language. CLIL was the perfect vehicle and she and Richard have been transforming Japanese at Lilydale Heights College.

Richard Myddleton lived and worked in Japan for six years and has been teaching Japanese in government schools for twenty vears. He has been teaching History even longer and the CLIL unit on the Warring States perfect CLIL vehicle for him. He was impressed to see the level of engagement from the Year 8 students. Collaboration was integral to Penne and Richard bringing this CLIL unit to life, and implementing it has been rewarding and inspiring. Now they want to share it with you!

















## **Designing and Constructing a Japanese Garden** at Mernda Central College

Language: English

Nicholas Creed Middle School Assistant Principal / Mernda Central College / VIC **Anthony Oldmeadow** College Principal / Mernda Central College / VIC Justin Garett 5-12 Japanese Curriculum Coordinator / Mernda Central College / VIC **Darryl Furze** Director / DFC Consultancy / VIC

### **ABSTRACT**

### **Target Audience**

This presentation is for Japanese language teachers, school leaders and community partners seeking inspiration for the construction of innovative, creative and culturally iconic physical spaces to support language teaching and learning. This will be achieved by sharing a presentation on Mernda Central College's unique Japanese garden.

### Outcomes

Attendees will leave with processes and practises to support the exploration, design and construction of a Japanese Garden within a school context. They will also gain awareness of how to build connections across curricular areas through a shared dynamic outdoor learning area.

### Focus

This presentation will cover the steps taken from concept, vision, design and construction for a Japanese Garden at Mernda Central College. The presentation will include reflections and observations from the College Principal, Middle School Assistant Principal and the Japanese Curriculum Leader, in addition to our design consultants and builders.

As a vital part of this presentation, the cultural appropriateness of the vision, engagement of the entire Japanese team, and alignment with College direction and values will be unpacked. Additionally, the community connections through the Japanese Consul-General, MLJEC, community partners and local members of parliament who played a significant in the opening of the garden,

Furthermore, the presentation will address the impact of this garden on community attitudes towards Japanese language, through enhanced capacity to blend intercultural understanding into an easily accessible physical space. This space provides the community with a window into a significant cultural part of Japan without leaving the country. The garden also provides a new and different context for studying Japanese, not more so than watching and experiencing the various seasonal change and gives students context to the many extraordinary events that occur throughout the year.

### Insights/Conclusion

The construction of a Japanese Garden within a school provides outstanding support for language teaching and learning and community engagement.

## **BIOGRAPHIES**

Nicholas Creed is the Middle School Assistant Principal at Mernda Central College. He completed a Bachelor of Arts at The University of Melbourne alongside a Diploma in Modern Languages (Japanese). Nicholas subsequently completed a Graduate Diploma of Education (Secondary), and in 2012 completed a Professional Certificate in Education (CLIL). Nicholas moved to Mernda Central College in 2018 to establish the Japanese program. Prior to this, he taught Japanese and History for 12 years at Mount Waverley Secondary College. Nicholas has extensive experience teaching Year 7-VCE Japanese in flexible learning environments, and a passion for sharing knowledge of Japanese language and culture and advocating for languages education.

Anthony Oldmeadow is the College Principal at Mernda Central College.

Since assuming the role of College Principal in July 2020, Anthony has demonstrated exceptional leadership and a profound dedication to educational excellence. His tenure has been marked by a commitment to fostering a vibrant, inclusive, and academically rigorous environment for both students and staff.

A passionate advocate for cultural diversity and global education. Anthony has a strong focus on Japanese culture. His interest in Japan extends beyond personal fascination; it is a cornerstone of his

educational philosophy. Anthony believes that understanding and appreciating diverse cultures is crucial in preparing students to thrive in an increasingly interconnected world.

One of Anthony's significant contributions to Mernda Central College is the establishment of a Japanese garden on campus, a project that was his visionary idea. This serene and culturally rich space provides students with a hands-on experience of Japanese aesthetics and traditions, enhancing their understanding and appreciation of Japanese culture. The tea garden has become a central feature of the school, symbolizing the college's commitment to cultural education.

Under Anthony's guidance, Mernda Central College has integrated Japanese cultural studies into its curriculum, offering students unique opportunities to learn about Japan's rich history, language, and traditions. Additionally, the school offers students the opportunity to travel to Japan for the Japan study tour, providing an immersive experience that deepens their cultural understanding and global awareness.

Anthony's leadership style is characterized by his forwardthinking approach and his ability to inspire and motivate those around him. He consistently seeks innovative strategies to improve the learning experience, ensuring that Mernda Central College remains at the forefront of educational excellence.

Anthony's dedication to education and his passion for Japanese culture have made him a respected and influential figure at Mernda Central College. His vision and leadership continue to shape the future of the institution, fostering a learning environment that values diversity, inclusivity, and academic achievement.

Justin Garrett is the 5-12 Curriculum Coordinator of Japanese at Mernda Central College. He holds a Bachelor of Education from Monash University (Gippsland), initially majoring in Psychology. After living in Kanagawa for four years, he completed a Postgraduate Course in Japanese at La Trobe University (2005) and a Professional Certificate in CLIL from Melbourne University (2013). Justin has taught at various metropolitan schools, including Sunbury College, Monbulk College, Buckley Park College, and Mernda Central College and held various positions of responsibility, including as International Student Coordinator. He focuses on creating programs that build unique and meaningful connections between language and culture. Throughout his career, Justin has led over 13 study tours to Japan. With extensive experience teaching Japanese from Year 7 to VCE, he is now also working with Year 6 students. An admirer of Japanese gardens, he and his team integrate various cultural elements to enrich students' experiences of learning the language.

Consultancy. He has a wealth of experience as a teacher and an educational leader having been a Principal for 22 years at a number of schools in Melbourne. As an inaugural Principal at his last 2 schools Darryl gained significant experience in overseeing the construction and development of new schools located in growth corridor of Melbourne's northern suburb of Doreen. In his final principalship he was instrumental in the development of Hazel Glen College with its unique stages of learning from Kindergarten to Year 12. The College was the largest State school in Victoria. Following his retirement in 2018, Darryl established DCF Consultancy with a two fold vision to provide both educational mentoring to aspiring Principals and provide both advice and construction of school based and private building projects. Having lived in Malaysia in the late 1960's and attended the RAAF school in Penang as a student, Darryl has a very strong connection with a variety of Asian cultures.

Darryl Furze is the Director of DFC













Language: English

## The transformative power of teacher exchanges

**Amanda Drury** Principal Research Officer, Head of Languages / Department of Education Queensland, Brisbane School of Distance Education / QLD

### **ABSTRACT**

### **Target Audience**

This presentation is relevant for all teachers of Japanese, from primary though to secondary, but is particularly pertinent for beginning teachers and leaders of beginning teachers. The aim is to highlight the necessity for Japanese teachers and language curriculum leaders to be advocates for their profession and engage with professional development opportunities, especially in-country exchanges funded by governments and the Japan Foundation.

### Outcomes

Attendees should leave the sessions with a renewed sense of purpose, fully aware of the amazing impact a teacher exchange can have. especially for beginning teachers, and ready to investigate such opportunities for themselves or their staff. An overview of the different state and federal opportunities will be provided for ease of access.

### Focus

The presentation will focus on the speaker's first-hand 2023 experience of a joint JF and Queensland Department of Education teacher exchange program, the Osaka Global Teacher Program. A beginning Japanese teacher who also participated will share her experience and its impact on her career.

## Insights/Conclusion

Unlock your Japanese teaching potential! Discover the transformative power of teacher exchanges and access funding for an enriching career journey. Be the change that our profession so desperately needs!

### **BIOGRAPHY**

Amanda Drury's Japanese journey began when her family hosted a short-term Japanese exchange student. A lifelong passion was ignited and led to an exchange in Wakayama and a dual degree in Law and Modern Asian Studies. Her career as a lawyer included working in Tokyo as Legal Counsel for Mitsubishi Oil but after starting her own family, she was called to teaching. Amanda has been the Head of Languages at BrisbaneSDE for 6 years and is currently seconded to the Queensland DOE as a Principal Research Officer. She is a passionate advocate for improved Japanese teacher training and student exchange programs.





### **DAY 1: SESSION 5**





Catherine Bryant is Languages





## Linguistic Innovation in the Japanese Curriculum

Language: English

Kathleen Duquemin Language Program Manager / Victorian Curriculum and Assessment Authority / VIC Catherine Bryant Languages Program Manager / Victorian Curriculum and Assessment Authority / VIC

### **ABSTRACT**

### **Target Audience**

This presentation may be of interest for teachers of Japanese from Foundation to Year 10, or those interested in innovations within the Japanese Curriculum.

#### Outcomes

During this presentation, participants will be introduced to linguistic innovations made by the VCAA within the new Japanese Curriculum, particularly relating to the macro skill of viewing and the inclusion of elaborations that focus on gender-neutral language and stereotypes.

### Focus

[The macro skill of viewing] Participants will be introduced to a number of examples of elaborations relating to 'viewing', and how to define and approach the teaching this macro skill.

[The influence of gender and identity on contemporary language use] The dynamic nature of language is reflected in the ways in which gender and identity are related and expressed in language. In the new Victorian Japanese Curriculum, this has been addressed throughout the levels, from 3 to 10 in a range of developmentally targeted elaborations that deal with gender neutral language in student-focused activities. These innovations range from focus on gender-neutral pronouns to activities that explore the stereotypes over time.

### Insights/Conclusion

The way in which we teach Japanese should always reflect the dynamic nature of language use and change, and there are practical and safe ways in which to address these within the curriculum.

## **BIOGRAPHIES**

Kathleen Duquemin holds a Master's Degree in Applied Linguistics and post graduate degrees in Japanese and Korean Language, and in Education. Prior to joining the VCAA, she taught Japanese from Foundation to Year 12 and English Language at VCE Level across all sectors. Kathleen has been involved in curriculum development for second language education and as a writer and curator of digital resources for language learning including the Language Learning Space and Inanimate Alice digital journal. She has presented at conferences across Australia and internationally in the areas of Curriculum and the use of technology in language learning, with her papers having been published in Conference Proceedings internationally. Kathleen was an awardee of the **Endeavour Language Teaching** Fellowship and received the Exceptional and Outstanding Contribution to Languages Teaching Award from the MLTAV for her role in the mentoring of language teachers in their first years of teaching.

Program Manager in the Curriculum Division at the Victorian Curriculum and Assessment Authority. In this role, she works on various projects that support the development and implementation of languages curricula in Victoria from foundation to 12. Prior to joining the Languages Unit at the VCAA, Catherine taught secondary Japanese and humanities in a number of Melbourne schools. Catherine completed her PhD in 2016 in the Department of Education and Social Sciences at Swinburne University of Technology. Her research was published as a book in 2016 by Australian Scholarly Publishing, and is called "From Small Beginnings: The Victorian School of Languages." Prior to her career in education, Catherine completed a BA (Hons) and MA (Thesis) at the University of Melbourne with research interests in the areas of Japanese and history.





Language: English

## **NAJLTA SESSION**

## **Connecting Japanese language educators** for beginning and inexperienced teachers with insights and information from JLTA leaders and experienced teachers

### **ABSTRACT**

This session is initiated by the Monash Japanese Language Education Centre (MJLEC) and The Japan Foundation, Sydney to bring teachers with little or no experience together with Japanese language teachers association (JLTA) leaders from across Australia. Many teachers in their early careers struggle with their new environment, especially if there is not a mentor nearby. This session hopes to create an opportunity for such teachers to form an ongoing connection with an experienced teacher with a role in the Japanese language teachers association of their home state or territory, ask questions, seek support and learn how to network with teachers in their area.

Nationwide JLTA leaders will be gathered at this session to interact personally, so we encourage especially beginning teachers to participate and connect. Other experienced teachers are also encouraged to participate and bring insights, share issues, and connect with their new peers.

**DAY 1: SESSION 5** 

Language: English/Japanese

## 日本語教育における生成AIの教室利用 **Generative AI Applications in the Japanese Language Classroom**

Joji Ikezu Senior Language Consultant / The Japan Foundation, Sydney / NSW

## **ABSTRACT**

### **Target Audience**

教室で学習者が生成AIを使って授業を行うこ とに関心のあるすべての教育段階の日本語教 師。および生成AIの利用は教師の作業の省力 化にはなるが、生徒の利用は難しいと考える教 師全般。

#### Outcomes

参加者は、学習者に積極的に生成AIを使わせ ることで、コミュニケーションのスキルだけでな く、Australian Curriculumをはじめ、現在、世 界の多くのカリキュラムが求める新時代の能力 育成の可能性も広がることを理解する。

#### **Focus**

日本やその他の国での取り組みや試みの報告 から、メールや自己紹介の原稿、自分の町や学 校生活の様子を姉妹校の生徒に伝えるメッセー ジ、調べ学習の発表原稿など、様々な作文の授 業への応用方法を中心に紹介する。また、生成 AIが産出する回答や作成物の課題として指摘さ れる情報の不正確さや偏向を回避する方法や、 従来の授業では得られなかった学習効果などの ポイントを解説する。

さらには、生成AIの使用に伴うリスクに気づか せる工夫、情報リテラシー向上のための工夫に ついても考え、言語習得だけでなく、論理的思考 力、表現力、協働能力、情報リテラシーなどの能 力育成に寄与できる可能性を探る。

## Insights/Conclusion

生成AIの利用は、人間の自然な社会生活の一部 となりつつある。新しい時代の人材を育ててい くために、教室活動に積極的に取り入れていく には、省力化のための便利なツールという側面 にとらわれすぎないことが大切である。新時代 の当たり前のツールとして現実的な利用法に即 して、教室活動を考えることを提案する。

## **BIOGRAPHY**

Joji Ikezu has been working as a Senior Language Consultant at the Japan Foundation, Sydney since November 2023. As a language education specialist dispatched by the Japan Foundation, he has undertaken 10 different postings in locations across Asia, South America, the Middle East, and Eastern Europe over the past 35 years. During this time, he has also visited 35 countries to conduct professional development.

DAY 2 SESSIONS



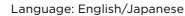






















## **UNIVERSITY SESSION Articulation of Japanese Language Learning** Paths to University: A Roundtable Discussion and Information Sessions

Nagisa Fukui Senior Lecture / University of New South Wales / NSW Chihiro Kinoshita Thomson Professor / University of New South Wales / NSW Chavalin Svetanant Senior Lecturer / Macquarie University / NSW Kayo Nakazawa Associate Lecturer / Macquarie University / NSW **Rowena Ward** Senior Lecturer / University of Wollongong / NSW Masafumi Monden Lecturer / University of Sydney / NSW Nobuaki Akagi Associate Lecturer / University of Sydney / NSW Akiko Hiratsuka Associate Lecturer / University of Technology Sydney / NSW Laura Emily Clark Lecturer in Japanese / University of New England / NSW

## **ABSTRACT**

## **Target Audience**

There is a need for more communication between tertiary sector and Japanese secondary sector teaching staff about articulation to university and the many pathways to learning Japanese at university. This session, featuring Japanese course advisers. program/subject coordinators, and students from universities across the greater Sydney area will provide valuable information and insights into studying Japanese in New South Wales at university level.

### **Outcomes**

The session will particularly benefit educators and associated personnel in the secondary sector by providing them with an understanding of the diverse pathways available for students who may wish to pursue Japanese studies at university. Attendees will learn how they can assist and encourage students to continue their Japanese language education at a higher level.

### Focus

The first part of the session will feature a roundtable discussion where academics from each university will provide a brief overview of how Japanese language is taught and learned, and how their courses are structured at their respective university. Student representatives will also share their insights on learning Japanese as an academic subject, their post-HSC or other learning experiences, as well as their motivations to study Japanese and future aspirations. The audience will be encouraged to actively participate by asking questions and making comments.

## Insights/Conclusion

The second part will be an unstructured information session where the presenters will be available at designated tables for each university. Attendees are encouraged to visit any table to obtain specific information about each university's programs and ask questions.

## **BIOGRAPHIES**

Nagisa Fukui is a senior lecturer in the School of Humanities & Languages at the University of New South Wales. She is one of the Faculty of Arts, Design, and Architecture's Education Focus Champions, who take collegial responsibility for supporting learning and teaching both within the Faculty and across the University. She has developed and taught a wide range of Japanese courses including the largest language course at UNSW. She also supervises Japanese language teaching practicum students who are interested in teaching at the tertiary level. Her research interests include language education. personal development, and discourse analysis.

Chihiro Kinoshita Thomson is Professor of Japanese Studies at UNSW Sydney. She is a multi-award winning teacher of Japanese. Her research interests include Australian learners of Japanese as a second and community language, and their communities of practice. Her most recent book is Foreign Language Learning Communities of Practice:

Mechanisms for Participatory Learning (2017). She has published numerous papers including "From Keishogo (Heritage language) to KEISHOGO (Community language): An examination of language of children with connections to Japan" in Journal for Children Crossing Borders (2021). She currently leads the Australian Network for Japanese as Community Language.

Chavalin Svetanant is a Senior Lecturer in Japanese Studies in the Department of Media, Communications, Creative Arts, Language, and Literature, Faculty of Arts at Macquarie University. She also serves as the Director of the Macquarie Japanese Studies Centre for Teaching Development (MJS Centre). Her research interests include linguistics, crosscultural communication, social semiotics, and indeed anything at the intersection of language and culture. Having taught Japanese language in both Thailand and Australia for over 20 years, Japanese language education and classroom pedagogy are among her favourite areas of focus.

Kayo Nakazawa is an Associate Lecturer (Teaching and Leadership) in Japanese Studies in the Department of Media, Communications, Creative Arts, Language, and Literature, Faculty of Arts at Macquarie University. She specializes in Japanese language and culture, drawing on her background in applied linguistics and education. She is dedicated to fostering student engagement and motivation, and enhancing language acquisition and intercultural understanding through innovative pedagogical approaches.

Rowena Ward is a Senior Lecturer in Japanese and the Discipline Leader for Languages and Linguistics in the School of Humanities and Social Inquiry at the University of Wollongong. She has published on the employment of Japanese language graduates and issues about gender in the languages classroom. She has taught all levels of Japanese at the tertiary level and also subjects on modern Japanese history and politics.

Masafumi Monden is a Lecturer in Japanese Studies at the University of Sydney. His teaching and research span modern Japanese cultural history, fashion, art, popular culture, gender studies, Japanese language, and international relations, with a particular focus on Australia's ties with Asia. He has a keen interest in using visual sources, texts, and empirical evidence to explore how everyday material cultures embody social, cultural, and historical expressions.

Nobuaki Akagi is an Associate Lecturer of Japanese Studies at the University of Sydney. He has taught Japanese for the past ten years and is passionate about unlocking his students' potential. His research interests include technologyenhanced language learning and teaching, positive psychology in language learning, and Japanese linguistics. He holds an MA in Communication Disorders, an MS in Applied Positive Psychology and Coaching Psychology, and a PhD in Cognitive Science.

Akiko Hiratsuka is a Education Focused Associate Lecturer in the School of International Studies and Education at University of Technology Sydney. She teaches and coordinates Japanese Language and Culture subjects and has conducted several eTandem projects for student online language exchange with universities in Japan. Akiko has keen interests in sociolinguistics and ethnographic research and is currently undertaking a PhD study focusing on translingual family practice.

Laura Emily Clark received her PhD in Japanese Literature from the University of Queensland for her work on the representation and construction of Japanese gender ideals, with a focus on masculinity, across contemporary author Haruki Murakami's novels. Her research interests include contemporary Japanese literature and popular fiction, gender norms, and the role of disaster fiction. She is the Literature Area Editor for Japanese Studies Journal. As part of her collaborative research she has explored the motivations of students who continue to advanced language learning and the drivers behind successful PhD completion in Australian universities.





















Language: English

## The Evolving Language Classroom: AI, Adaptability, and the Future of Learning

Rachel McAllister Japanese Teacher / St. John Vianney's Primary School / VIC

### **ABSTRACT**

### **Target Audience**

Teachers interested in present capacity AI in the classroom now and in the future, will benefit from this presentation.

### **Outcomes**

Attendees will be challenged in their thinking regarding the relevance and impact of AI on language learning, which will promote additional thought into the bigger picture of AI within the classroom.

#### Focus

The presentation will focus on the purpose of language learning, current trends in learning applications and the challenge of future language learning relevancy.

### Insights/Conclusion

The language teacher that is most adaptable to change is the one that survives.

### **BIOGRAPHY**

Rachel McAllister has taught Japanese in government and nongovernment secondary and P-12 schools, and is currently introducing Japanese at St. Vianney's Primary School in Victoria. Internationally, Rachel taught ESL in Primary and Junior High Schools in Japan. Whilst working for a city's Board of Education, she assisted ESL teachers in maintaining and extending their English language and providing alternative language methods in classrooms. Rachel has a special interest in effective and relevant language learning practices.



**DAY 2: SESSION 1** 

Language: English









## From Student to Teacher: Exploring Wellbeing and Identity of Pre-service Language Educators

Gary Bonar (Panel) Senior Lecturer / Monash University / VIC

### **ABSTRACT**

### **Target Audience**

This presentation is targeted at language teacher mentors and those who support pre-service and early career language teachers. It will benefit those interested in language teacher wellbeing, identity development, and the challenges faced by pre-service and earlycareer language teachers.

#### Outcomes

Attendees will gain insights into the current wellbeing issues faced by pre-service language teachers, the challenges they face during their transition from student to teacher and the potential implications for their future wellbeing. They will be better equipped to understand and address the challenges faced by future language teachers.

### **Focus**

The presentation will focus on a four-year study exploring the wellbeing and identity development of pre-service language teachers in Australia. It will cover the impact of linguistic identity and contextual factors on language teacher wellbeing and the challenges faced by pre-service language teachers during their transitional identity period.

## Insights/Conclusion

The key insight is that language teacher wellbeing is a complex, dynamic, and context-dependent concept significantly influenced by factors such as linguistic identity, societal attitudes, and socio-cultural connections to their language(s). This study provides empirical data in an under-researched area and the findings have important implications for supporting preservice language teachers and early career graduates.

### **BIOGRAPHY**

Gary Bonar is a Senior Lecturer in Languages and TESOL at Monash University. His research is in the areas of language teacher education and language teacher identity. Previously he taught languages (Italian, Japanese and EAL) and was a member of secondary school leadership. He also has extensive international experience teaching English as a foreign language in parts of Asia and Europe. Gary's research focuses on language teacher identity dynamics, aiming to optimize the preparation and support for language teachers in schools.













Language: English

## 'Sing Move Nihongo' Incorporating Orff Approach into Japanese teaching

Noriko Yamanaka Japanese Teacher / International Grammar School / NSW

### **ABSTRACT**

### **Target Audience**

The Orff Approach, is a developmental approach used in music education. It was developed by the German composer Carl Orff and educator Gunild Keetman. This session is applicable for participants involved in teaching Japanese to any age from infants to elderly people.

#### Outcomes

During the presentation, attendees will learn four seasonal Japanese songs-Koinobori, Tanabata, Otsukimi, and Oshougatsu. After the presentation, attendees will be able to introduce four Japanese songs incorporating chanting, singing, moving and will have ideas to explore creativity with their language student.

### **Focus**

This session will be active involving music, speech and movement. In an Orff classroom situation, students begin by observing, then imitating, and finally exploring. Participants will use speech, body percussion, chanting, singing, and dancing. These activities can be used with students of any age, from preschoolers through to retirees. The benefit of this Approach is that it promotes creativity and improvisation skills in a fun environment without pressure.

### Insights/Conclusion

Using this Approach it is easy to memorise vocabulary and to have fun when creating with a partner or a group. When students share their ideas it strengthens the learning community. The Orff Approach can help students memorise vocabulary and learn language structures and cultural concepts in an enjoyable way.

## **BIOGRAPHY**

Noriko Yamanaka is a passionate Japanese language teacher with over 25 years of experience working with adults and children. Noriko has spent the last 18 years teaching young children. During this time, she discovered the Orff Approach, a powerful creative tool to unleash a student's full potential. She has completed course levels 1-3 and continues her professional development in this field by attending various Orff workshops and courses, including the Salzburg Orff Summer International Course. In collaboration with music teacher Michele Ellis, Noriko has developed a range of educational tools that have been incorporated into school events and projects.



**DAY 2: SESSION 2** 





Language: English

## More time or more Languages?

Megan McLaughlin Head of Languages / Melbourne Grammar School / VIC

## **ABSTRACT**

### **Target Audience**

This presentation will resonate most strongly with those teachers who find themselves with limited contact time with their classes but nonetheless strive to provide a meaningful and inspiring experience for their students, particularly in the early years of secondary schooling.

### Outcomes

It is hoped that our experiences will help others to find positive solutions to the common problem of lack of time in our schools... or possibly draw teachers together into some kind of network to support each other in this space.

### **Focus**

The focus of this session is to share our experiences of a new Year 7 program. At Melbourne Grammar School a curriculum review reduced the number of classes for Languages in Year 7 from eight to six per fortnight from 2024. We have a long history of requiring students to study two additional Languages in Year 7 and decided that despite the reduction from 2 lessons/week/language to 3 lessons/fortnight/language, we were committed to continue. It is our belief that compulsory firsthand experience in learning multiple languages goes a long way towards dispelling the myth that you need to be gifted to learn more than English + One. In order to achieve positive and purposeful outcomes for our students we decided to remove our Year 7 course from the 7-12 production line and create a

stand-alone course based on topics that might hold communicative relevance in-country. Overlaying this is a conscious decision to explicitly teach transferable skills - in the first instance, multiple techniques for learning vocabulary across all four Languages.

### Insights/Conclusion

It is very early days to draw clear conclusions about success but we are cautiously optimistic that the basic structure is sound and that we have learned much throughout 2024 that will empower us to adjust this fledgling course for 2025.

### **BIOGRAPHY**

Megan McLaughlin is Head of Languages at Melbourne Grammar School, a past-President of the JLTAV and a past-Treasurer of both the MLTAV and AFMLTA. She has been teaching Japanese for over 30 years and been involved in a range of projects supporting the teaching and learning of Languages and Cultures across Australia. In her current role she manages the challenges of a broad Faculty inclusive of Chinese, French, Japanese and Latin with a strong commitment to providing students with first-hand experience of studying more than one additional language in at least the early secondary years.







Language: English

## Beginning Japanese language teachers: Understanding the unique role and learning needs of language teachers

**Sherryl Saunders (Panel)** Former Treasurer / Australian Federation of Modern Language Teachers Associations (AFMLTA) / QLD

### **ABSTRACT**

### **Target Audience**

Japanese language leaders; school-based / language department leaders.

#### **Outcomes**

After this session, participants will have a research-informed view of the specific needs of beginning Japanese teachers. Further, participants will have been involved in discussions about concrete ways to support beginning teachers.

### **Focus**

Understanding the learning and support needs of beginning Japanese language teachers is an important first step in building sustainability for the profession. Many beginning teachers participate in school or sector-wide professional learning and induction programs as an introduction into teaching. These programs are frequently tied to generic professional standards and teacher registration processes. While there are benefits to participating in broad programs, the unique aspects of languages teachers' work is not well understood and often ignored. Indeed, many beginning language teachers identify access to languages professional learning is difficult.

### Insights/Conclusion

This paper identifies the unique aspects of language teachers' work, including the nature of classroom languages pedagogy, the need for advocacy and frequent teacher isolation. Using case study data from 5 beginning language teachers (including 3 Japanese teachers), it proposes areas of collaboration between teacher associations and other networks that can support and sustain beginning Japanese teachers.

### **BIOGRAPHY**

**Sherryl Saunders** has been a teacher of students from Year 1 through to secondary students in schools and a teacher of pre-service education students. She has been a teacher, including languages, in particular Japanese; a curriculum consultant and an assistant principal. Sherryl has a keen interest in maximising teacher quality to ensure maximised opportunities for learners. Sherryl has a particular interest in early career languages teachers, undertaking a PhD (recently submitted for examination) in this area.



**DAY 2: SESSION 2** 

Language: English









# Unleash the potential of your students to understand kanji

**Natalie Hamilton** EALD Teacher (English as an Additional Language or Dialect) / Chatswood Public School / NSW

## **ABSTRACT**

### **Target Audience**

This presentation is primarily aimed at secondary and tertiary teachers seeking to improve their understanding of kanji and learn innovative ways to teach kanji readings. However, anyone interested in a fresh take on kanji is welcome.

### Outcomes

Attendees will walk away with an understanding of the four main types of kanji and the way radicals and phonetic components work together in keisei moji or 'formsound characters' to provide concrete hints to their meaning and sound. They will learn about research on the importance of providing students with knowledge of the phonological properties of kanji.

Attendees will also gain ideas on how to leverage students' existing knowledge of hiragana and katakana to help learn the on readings of the kanji they were based on. Attendees will be exposed to novel ideas for teaching kanji on readings, including a number of visual patterns which will assist both teachers and students with the memorization of on readings. They will leave the conference with practical teaching aids in the form of slides, flash cards and a suggested lesson sequence.

#### Focus

Learn about the limitations of using rote learning to memorize kanji. Research has shown that students who have a better grasp of the phonological properties of kanji are better able to make educated guesses not only about the on readings, but also the meaning, of newly encountered kanji. This in turn leads to better reading skills, and increased confidence when reading authentic Japanese texts.

The presentation will provide practical tips on how to equip your learners with an understanding of kanji radicals and phonetic components. It will also show you how to use the links between kana and kanji to improve Japanese reading skills, and help your students build schema across the written Japanese language, enhancing the encoding of kanji in their Long Term Memory.

A recommended lesson sequence will be detailed, including explicit instruction of radicals and phonetic components based on kanji from the Continuers HSC list. Practical activities will be suggested, to take the overwhelm out of kanji and bring back the fun. See for yourself how the relationship between components and kanji meaning and sound is both logical and teachable. Return to the classroom feeling more confident about kanji and inspired to share your knowledge with your students.

### Insights/Conclusion

See the sounds of kanji and overcome 'kanji overwhelm'.

### **BIOGRAPHY**

Natalie Hamilton is an educator and author who is passionate about helping students overcome 'kanji overwhelm'. She studied Japanese in Sydney from Year 7-10, and taught English in Oita, Japan for three years on the JET Programme. She holds a Master of Translation from Macquarie University, is a NAATI Certified Japanese translator and has a Master of Teaching from the University of New South Wales. Her book, The Kanji Code, has been an Amazon bestseller on four continents and her kanji-focused website has been viewed by more than 27,000 visitors around the world since its launch in 2019. She currently teaches English as an Additional Language or Dialect at Chatswood Public School and is a guest lecturer at Helsinki Summer University's Japanese course.











Language: English

## A profile of Japanese Language Education in Australian schools

Andrew Scrimgeour (Panel) Adjunct research fellow / University of South Australia / SA

### **ABSTRACT**

### **Target Audience**

This presentation may be of interest to teachers of Japanese who wish to understand the nature of Japanese teaching and learning nationally, and in contrast to other languages taught in schools.

#### **Outcomes**

The presentation provides a detailed analysis of student participation in Japanese around the country, and insights into the profile of the Japanese teacher community. It will provide teachers with a better understanding of the trends in Japanese language provision, and issues teachers are facing in delivering their programs.

Data on student participation gathered from educational jurisdictions, and data on program provision gathered from teachers via surveys will be presented.

### Insights/Conclusion

The analysis of the data indicates the continuing dominance of Japanese as a language of choice in school programs, but highlights certain issues in Japanese language education, including teacher proficiency and training that require immediate attention.

## **BIOGRAPHY**

Andrew Scrimgeour is adjunct research fellow with Education Futures, University of South Australia. He has over 20 years experience researching languages education and developing curriculum for languages in Australian schools. His key research interest in literacy development in Chinese.





**DAY 2: SESSION 3** 

Language: English







## Reimagining Reading

Monique Francis Japanese Teacher / JapanEasyReads / VIC Kathryn Tominaga Teacher of Japanese / St Mary MacKillop Primary School / QLD

### **ABSTRACT**

### **Target Audience**

Designed for educators who recognise the pivotal role of reading in fostering language proficiency, this presentation explores ways to make reading Japanese more accessible to all students. It will offer practical insights and actionable steps to empower students in their literacy journey.

### Outcomes

Participants will gain a deeper understanding of the distinction between INTENSIVE and EXTENSIVE reading, and how each type influences students' enjoyment of reading and their sense of self-efficacy. Armed with this understanding, teachers will be better equipped to evaluate texts for their accessibility and potential to engage readers. By leveraging this understanding, educators can harness reading as a conduit for delivering highquality comprehensible input.

### Focus

Shifting our focus from intensive to extensive reading, we open up new possibilities for reading as a driver of acquisition. This requires adjusting the texts we currently use, the texts we source for our students and the activities we do in class to complement reading.

### Insights/Conclusion

Reimagining Reading: Transforming challenges into language acquisition.

## **BIOGRAPHIES**

Monique Francis has been teaching Japanese at primary and secondary levels since 1997. Her light bulb moment came in 2017 when she first experienced Comprehension-based Communicative Language Teaching and Dr Terry Waltz's Cold Character Reading approach as a student and was immediately hooked. As a self confessed book worm, Monique is passionate about the power of reading and empowering beginner readers. She writes and self publishes easy to read mini graded readers through her online bookstore JapanEasyReads. Monique is founder and creator of Beyond the Pages, a free, private online community for teachers implementing extensive reading programs and building Japanese libraries for their students.

**Kathryn Tominaga** is a primary school teacher of Japanese with over 15 years teaching experience and over 40 years of life experience in the Japanese language. She strives to facilitate language acquisition in students that withstands the test of short lessons and extended holidays. Comprehension-based Communicative Language Teaching has been transformative in Kathryn's classroom and contributed greatly to the teacher and student experience of autonomy, competence and relatedness in the Languages classroom.







Language: English

## Explicit instruction in the secondary Japanese classroom

Nathan Lane Deputy Principal Teaching and Learning / St Mary MacKillop College / VIC

### **ABSTRACT**

### **Target Audience**

This presentation is for secondary teachers of Japanese interested in understanding how explicit instruction can support positive learning outcomes for students in their students.

#### **Outcomes**

At the end of the presentation, participants will understand the importance of explicit instruction as a way to increase student achievement, engagement and motivation towards learning Japanese. They will be guided through the essential components of explicit instruction and what this looks like in practice in a unit of work on 'Yuru-kyara'. Participants will also be introduced to the 'Curriculum Playbook' concept, and understand how a playbook provides teachers with detailed information and guidance on the research and practical strategies underpinning explicit instruction.

### Focus

The first part of the session will explore the foundations of explicit instruction underpinned by Rosenshine's Principles of Instruction and what this means for the teaching and learning of Japanese. The feedback from a survey tool on explicit instruction will be presented and the implications for the teaching of Japanese based on the survey results will be outlined. The session will then move to provide practical examples of explicit instruction as outlined in the sample unit of work on Yuru-kyara and the Curriculum Playbook. These strategies can be adapted for any unit of work in the secondary Japanese classroom.

### Insights/Conclusion

Participants will also be able to reflect on how they guide their students through the learning process, and the instructional support or scaffolds they provide their students in order to increase achievement, engagement and motivation in learning Japanese. The participant's teaching toolkit will be increased through the presentation of a model for explicit instruction and strategies outlined in the Curriculum Playbook based on current educational theory that can be incorporated into the teaching of Japanese.

### **BIOGRAPHY**

Nathan Lane has been teaching Japanese in Victorian Government and Catholic secondary schools for over twenty years. Currently he is the Deputy Principal Teaching and Learning at St Mary MacKillop College. Nathan has presented at state, national and international language conferences and has been involved in resource development and external assessment for students studying Japanese at secondary level. He is the current President of the Japanese Language Teachers' Association of Victoria Inc. (JLTAV). In 2017 Nathan was awarded a Certificate of Merit by the Modern Language Teachers' Association of Victoria Inc. (MLTAV) in recognition of his exceptional and outstanding contribution to languages teaching in Victoria.



**DAY 2: SESSION 3** 







Language: English/Japanese

## Innovative programs - models for success

Kumiko Nakanishi Professor / Kyoto University of Foreign Studies / Japan

## **ABSTRACT**

### **Target Audience**

This is for both teachers in secondary education and in Tertiary education seeking methods for using media. The program is open to teachers who teach Japanese at beginner level at elementary, junior high, high school, and university, as well as those who teach advanced or super-advanced Japanese to Australians at universities and graduate schools. The latter send their university and graduate students as teaching assistants. The former will have a teaching assistant as a guest in their own student's Japanese class.

### Outcomes

Attendees will walk away with 2 plans for from year 7-12 pupils and university students and feel confident about implementing them. They can learn how to have Australian or Japanese teaching assistants as guests in their Japanese classes at elementary, junior high, and high schools. The presenter has experienced numerous teaching assistant practices from 2008 to 2024, so the audience will get information on how to make it effective based on his/her experience.

### Focus

It will look at the 10 trial sessions using university students in Yr.7-12 Japanese language classrooms from 2022-2023 and offer practice-based methods to deal with them. In this presentation, 10 trial class sessions will be shown as successful examples where non-native Japanese speakers of Australian

teaching assistants and student assistants participated in Japanese classes and introduce Japanese language and culture as guests. The point is that teaching assistants who are university students are the same native speakers of the language as the pupils at secondary education.

### Insights/Conclusion

The audience, who teach Japanese language in secondary schools, will be able to obtain methods and variations in collaborative learning using social media with guest university students in their Japanese classes.

Furthermore, the audience, who teach Japanese language at universities, can give their undergraduate and graduate university students opportunity to take a teaching role and to be a role model of a Japanese advanced language speaker and mentor for the pupils.

Australian learners of Japanese at secondary schools can be stimulated by the guests and can meet the best role models for themselves to be in the future and get more motivated to study Japanese. Their role models are Australian university undergraduate and graduate students who can speak and handle Japanese freely. University students can get opportunities to teach Japanese to the Australian pupils and become more confident as being a role model for them.

## **BIOGRAPHY**

1986-1991 Osaka University 1991-1997 Graduate school of Osaka University

Work for Keio University from 1997-2003 and Kyoto University of Foreign Studies from 2003-present







Language: English/Japanese

## ACARA workshop: Using the Version 9.0 Languages-Japanese Curriculum in Secondary Education: A Hands-On Workshop for Teachers

**Alison von Dietze** Languages Curriculum Specialist / Australian Curriculum and Assessment Reporting Authority - ACARA / QLD

### **ABSTRACT**

### **Target Audience**

This session is designed for Japanese language educators working within the secondary school context. The target audience comprises those seeking to engage with the Australian Curriculum: Languages V9.0, specifically focusing on Japanese and with the goal of developing practical knowledge applicable for planning and programming.

### **Outcomes**

Attendees will develop a deeper understanding of how the Australian Curriculum: Languages V9.0 for Japanese can be efficiently integrated into their own programming and planning. The session will be interactive, providing a hands-on exploration of the revised curriculum elements, including the strands and substrands, achievement standards and content descriptions. There will be a focus on student work samples.

### Focus

This presentation aims to enhance knowledge of the elements of the curriculum and their interconnectedness, by studying a range of student work samples specifically for Japanese in a secondary school context.

### Insights/Conclusion

Attendees will gain confidence and increased efficiency in planning and programming using the Australian Curriculum: Languages V9.0 for Japanese. This includes increased familiarity with curriculum elements and their connections.

## **BIOGRAPHIES**

As a Languages Curriculum Specialist on the ACARA Curriculum Team, Alison von Dietze possesses extensive expertise in the Version 9.0 Australian Curriculum. She played a pivotal role in collaborating with teacher teams nationwide, state-level language expert representatives, and the ACARA Language team to refine the Language curricula. With a wealth of Japanese and EALD teaching experience spanning primary, secondary, and tertiary education both nationally and internationally, Alison is passionate about sharing her knowledge and enthusiasm for the revised Languages curriculum, empowering teachers to embrace its exciting potential.



**DAY 2: SESSION 4** 







Language: English/Japanese



## 'Mirai, Futures with Japan' - An event for Y10-12 Japanese students showcasing in-country experiences

**Benjamin Gibb** Associate Lecturer, EAL/D and Languages education / University of Newcastle School of Education / NSW

### **ABSTRACT**

### **Target Audience**

Secondary and tertiary teachers of Japanese.

#### Outcomes

Attendees will learn concrete information about future options for Japanese study and ways they can be effectively presented to students.

#### Focus

The presentation will focus on the 'Mirai - Futures with Japan' held this year, the MJS Centre at Macquarie University, including Ben's initial plan for the project, how it evolved along the journey, and the feedback from 250+ students from NSW for the F2F event in February and 75 schools from across Australia for the online event in June.

### Insights/Conclusion

We will explore answers to these questions, from the perspective of our students, and how providing this information to students may link to increased uptake of Japanese in senior years.

- What can I do with my Japanese after high school study?
- How does a university degree (including Japanese study) expand my options?
- What is meaningful to students about continuing Japanese study, and what are their barriers?

### **BIOGRAPHY**

Benjamin Gibb is a passionate teacher with 13 years of experience teaching and leading Japanese, EAL/D and English in independent, high and low SES public schools in Australia, as well as international (IB) schools in Japan. He is currently an associate lecturer at the University of Newcastle School of Education, overseeing Languages and EAL/D courses and preservice language teachers.









Language: English/Japanese

# Incorporating Aboriginal Knowledge in Japanese Language Class through the Study of Seasons

Junko Nichols Manager / Monash Japanese Language Education Centre / VIC

### **ABSTRACT**

## **Target Audience**

This presentation is designed for language educators, who are interested in incorporating Aboriginal knowledge into their curriculum. Teachers seeking to diversify their teaching approach and promote cultural understanding will benefit from this session.

#### **Outcomes**

After attending this presentation, educators will be equipped with practical strategies for integrating Aboriginal perspectives into their Japanese language classes. Attendees will gain access to a unit of work titled "Seasons - Special Time of the Year," which explores seasons and related activities. They will also leave with practical ideas for learning activities and resources, enabling them to implement similar approaches in their own classrooms. Additionally, educators will understand how to leverage this approach to advocate for the inclusion of diverse cultural perspectives in Japanese language programs.

### Focus

This presentation will focus on demonstrating effective approaches for integrating Aboriginal knowledge into Japanese language teaching. Through the exploration of seasons, attendees will learn how to incorporate Aboriginal cultural perspectives. The session will also delve into practical learning activities and resources that promote cultural understanding and literacy exploration.

### Insights/Conclusion

Through this session, attendees will recognise the transformative power of incorporating Aboriginal knowledge into language education. By embracing diverse cultural perspectives, educators can enrich their teaching practice and foster greater empathy and understanding among their students.

### **BIOGRAPHY**

Junko Nichols has taught Japanese and English as a Foreign Language at pre-school, pre-primary, primary, secondary and tertiary levels in Japan, China, England and Australia over the past 25 years. Currently engaged as Manager of the Monash Japanese Language Education Centre, she has previously taught CLIL approach at University of Melbourne and the Japanese immersion program at Central Queensland University. Junko has been involved in language teaching and language teacher training at a wide variety of schools, using a range of methodologies and approaches, and co-authored the iiTomo Senior Book.





**DAY 2: SESSION 4** 







Language: Japanese



継承語としての日本語を学ぶ児童へのDLAを用いた 日本語能力測定の試み

(A trial to measure Japanese Language Proficiency Using DLA for Primary Students Learning Japanese as a Heritage Language)

**Kaoru Kadowaki** Professor / Setsunan University / Japan **Takako Morita** Classroom teacher / Caulfield Primary School / VIC

## **ABSTRACT**

### **Target Audience**

小学校・中学高校・日本語補習校等の児童 生徒の日本語能力測定及び日本語指導に 関心を持つ教師や研究者が対象である。

#### Outcomes

オーストラリアの日英バイリンガル小学校で継承語としての日本語(JHL)を学ぶ児童21名を対象に、『外国人児童のための対話型アセスメント(DLA)』(文部科学省2014)を実施した。この学校では教科を日本語と英語で教えており、日本語で教科を教える点が日本の外国人児童対象の日本語教育と共通するため、DLAを用いて日本語能力測定を試みた。本発表では、特にJHL児童に焦点をあてDLAの「語彙・話す・読む・書く」のデータを分析した。その結果、児童の学年別の日本語習得段階を示すことができ、同学年のJHL児童の中でもレベル差が多様であること、またJFL児童と異なる点等が明らかになった。

### **Focus**

今回標準化されたテストであるDLAの実施により、JHL児童の日本語能力が客観的に示され、日本語教師はJHL児童の日本語能力の個人差が大きいことを認識した。今後これらの結果を日本語支援に生かしていく必要がある。

当日の発表では、DLAの研修を受けた発表者のうちの一人が具体的なDLAの実施方法についても具体的に紹介する。

## Insights/Conclusion

DLAは日本国外の児童生徒の日本語能力 測定として使用可能であり、JHL児童にも 有効である。本発表のような実践研究は、 最近盛んに行われている日本国外のJHL の教育実践及び研究の一助となりうる。

## **BIOGRAPHIES**

Kaoru Kadowaki is Professor in the Faculty of International Studies at Setsunan University in Japan, was Visiting Professor of The University of Queensland from 2017 to 2018. At Setsunan University, Kaoru teaches how to teach Japanese to Japanese students who want to become Japanese language teachers, and Japanese language and culture to international students. Her research interests are acquisition of Japanese language as a second language and teacher training. She has conducted research on Japanese language education at primary and secondary schools outside Japan such as South Korea, Thailand, Indonesia and Australia, receiving Grant-in-Aid for Scientific Research (2012-2014, 2015-2018, 2019-2023, 2023-2026) from Japan Society for the Promotion of Science.

**Takako Morita** is a classroom teacher and Bilingual Leader at Caulfield Primary School, a Japanese - English bilingual school in Melbourne. She majored in Spanish and worked in advertising, media and entertainment industries over a decade. Prior to moving to Australia, Takako taught Japanese to international students in Tokyo. A languages otaku, she has attended language schools in six countries so far. Her areas of interests include language planning, second language acquisition and bilingual education.