



Submission for the Review of Melbourne Declaration

1. What are your expectations of a national aspirational declaration on Australian education?
A declaration needs to be a unifying vision for education maximising all young people's potential, locally, nationally and that is internationally recognised.
2. Who should the national declaration inspire and/or guide?
Politicians, governments/decision-makers, educators and communities. The declaration should remain the cornerstone for education.
3. How has the Melbourne Declaration impacted or influenced you?
It has underpinned the development of national curriculum which has positioned Languages as integral to learning. Whilst there has been a focus on intercultural 'understanding', this has not facilitated development of intercultural capability sufficient for young people's engagement in a contemporary world.
4. What do you consider are the three most important economic, social and technological changes that will shape the future of education in Australia?
Whilst we do not accept the premise of the question that economic social technological changes should be the most influential considerations in education, we believe:

 - increased technological affordances requires greater ethical consideration, for example the rise of Artificial Intelligence for non-routine interpersonal skills requires elaboration in how to work ethically using AI
 - social patterns and changing demography of Australian community requires more focus on languages for communities, indigenous populations and engagement with the world through additional languages
 - Economically - changing nature of industry and workplaces has created a greater need for workers who can actively communicate on a personal level in the global economy.
5. How can a national declaration best reflect that Australians need to continue to participate in learning throughout their lifetime?
A national declaration recognises, values and capitalises on what learners bring, what teachers contribute and what leaders support to education. A national declaration recognises and values the multimodal, multilingual, multicultural resources that young people bring with them to education. It would then value teachers' contribution to nurture and expand learner capabilities.
6. How could the concepts of equity, excellence and the attributes for young Australians in the Melbourne Declaration be updated to ensure they are still contemporary over the next decade?
What does an absence of the skill mean in education?
Move from intercultural understanding to intercultural capability and it requires engagement with languages and cultures. True equity supports universal excellence, that is a truly equitable system allows every student to achieve to their maximum potential. True equity can be achieved through well-resourced quality languages learning. A truly equitable system would recognise the changing nature of Australian society which is plurilingual.
7. Are the eight areas for action in the Melbourne Declaration still contemporary and how well do they address the goals?



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The eight areas for action remain contemporary, however, a world class curriculum must engage with the world. Languages and intercultural capability are the vehicle for accomplishing this aim. Intercultural capability must be more authentically incorporated into each of the eight areas for action.

8. Are new priority areas for action needed? And are there areas that should no longer be a priority? Within the eight areas, addressing the needs of regional, rural and remote learners must be further prioritised. Intercultural capability is an area of action which is inclusive of access to quality languages education has not always been equitable, in rural and remote areas (or anywhere in fact).
9. Are there better ways to measure and share progress toward achieving the declaration's goals? Yes, but accountability needs to be appropriate. There needs to be a move away from standardised testing moving to a more local data collection that is reflective of the context.
10. How can we ensure the education sector works together to achieve the goals of the Declaration? A much greater focus on federal influence and control of education (funding, curriculum, teacher qualification, shared resources).

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