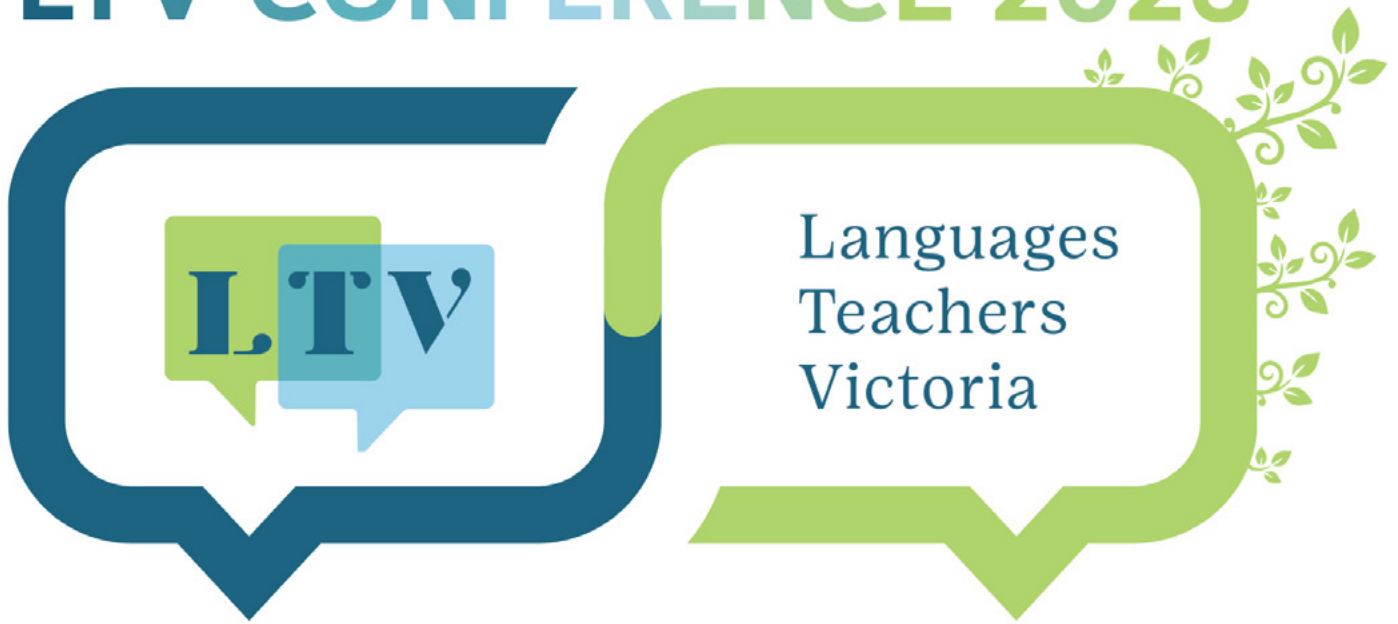


LTV CONFERENCE 2026



THRIVING THROUGH LANGUAGES: OUR 2026 CONFERENCE THEME

Languages Teachers
Victoria, Inc.
Languages Victoria

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FROM THE PRESIDENT

I am really excited to welcome you to this July edition of Languages Victoria, my first as President of LTV. The title of this issue, 'thriving through languages', is also the theme for our annual conference, upcoming in November.

We encourage all our members to consider presenting and sharing your expertise, recent learnings from inside your classrooms, a piece of action research - big or small – that will add value to another colleague's languages instruction.

When I think of thriving through languages, I firstly consider my own experience of learning Indonesian at secondary school. I felt that spark that teachers hope for around year 10. I loved the group of students I was learning alongside, I connected with the teachers and the content and honestly, I was thriving. That feeling inspired me to continue my studies.

A long time down the road, and now as a teacher, thriving through languages speaks to the conditions that allow languages programs to prosper. The collective efficacy of a team of teachers who share a common goal to get students communicating confidently. The Principal who advocates for languages learning and sees opportunities for connection outside the specialist classroom. Policy changes that support optimal program provision, curriculum design and funding. Teachers who work in regional and remote schools, often in isolation and still manage to create opportunities for students to speak a language that may feel very far away. University academics generating new research to evidence the way we teach languages. Early childhood educators connecting home languages and play for our littlest learners.

In this issue, you will find three inspiring stories from fellow teachers sharing their experiences in the classroom, with a particular focus on student voice and choice. The fourth article shares insights from a partnership supporting Hindi and Punjabi teachers. I am grateful for the time and expertise of the publications subcommittee and their commitment to growing teacher capacity in constructing high quality articles.

LTV's fantastic professional learning offerings continue to support teachers and students to thrive through languages.

Enjoy reading this issue and we look forward to seeing you at the conference!

Amy Collins
LTV President



USING EVIDENCE AND STUDENT VOICE: A WHOLE-FACULTY INQUIRY INTO EFFECTIVE LANGUAGE TEACHING AND LEARNING

Giuseppina Graziano, Teacher of Italian and Instructional Language Coach

What prompted this whole-faculty inquiry?

At the start of Term 1 of 2025, the Languages Faculty at Penola Catholic College, composed of teachers of French, Italian and Japanese from Years 7–12, undertook a collaborative inquiry aimed at improving teaching practice and student learning outcomes. The initiative emerged from a faculty goal set by Joanne Pace, Head of Learning, and was supported and guided by myself in my capacity as Instructional Language Coach and teacher of Italian.

Underpinning the inquiry was a growing awareness among teachers that students across different year levels and languages were experiencing varying levels of engagement, confidence, and success in language learning. While many effective strategies were already being used, a more consistent approach across classes was desirable.

Teachers also recognised the need for a clearer understanding of what students found motivating and which learning approaches helped them most. In particular, some common classroom patterns raised questions: students sometimes struggled to retain vocabulary over time, speaking confidence varied significantly, and some students relied heavily on teacher support rather than developing independent learning strategies.

These observations led the faculty to ask a central question:

How can we better know our students and how they learn, and how can we use evidence to improve language teaching across the faculty?

What strategies did teachers begin implementing?

During the first implementation stage of the inquiry, teachers began applying a range of shared strategies established at a faculty level and reflecting on their impact.

Some of the strategies included ice-breaker activities such as *Find Someone Who* and *Two Truths and a Lie*, designed to build rapport and encourage student interaction. Teachers also engaged in informal one-on-one conversations with students to gain insights into their backgrounds, interests, families, and aspirations.

Short, low-stakes formative assessment strategies were incorporated to monitor student understanding. These included quizzes, exit tickets, think-pair-share activities, thumbs-up/thumbs-down checks, and the use of mini whiteboards to gauge students' progress.

In addition, teachers were offered opportunities for peer classroom observation to facilitate feedback and further professional reflection. Evidence was systematically collected by each teacher using a shared template and included anecdotal observations, differentiation strategies, teacher reflections, and quantitative data based on student outcomes.

This process of collective reflection helped identify effective practices and supported a more consistent approach across the three language programs.

What did the initial findings show?

At the end of the first phase, we compiled a report to celebrate progress and review the initial stage of the project, identifying what worked well and determining next steps.



While the process required a conscientious effort from all teachers involved, there was a shared sense that this first stage allowed teachers to better understand their students. Staff were keen to continue embedding the strategies trialled and to move into the next stage of the inquiry.

How was student voice incorporated into the inquiry?

While the first stage focused on teachers as reflective practitioners, the second stage shifted attention towards student agency. Students were given an opportunity to reflect on their own learning through a faculty-wide survey administered to students from Year 7 to Year 12 across French, Italian, and Japanese.

The survey explored areas such as:

- motivation
- preferred learning activities
- collaborative versus independent learning
- understanding in class
- homework and study routines
- vocabulary and grammar learning
- speaking confidence
- macro-skill development
- perceptions of effective teaching

What did students tell us?

The survey results offered valuable insights into why students choose to study languages and how they prefer to learn.

Students identified culture and travel, along with the potential to improve ATAR results, as key motivators. They expressed a strong preference for varied and interactive classroom activities, particularly those involving speaking and collaboration.

Interestingly, while teachers may assume that students feel uncomfortable speaking in a new language, many students indicated they would welcome more opportunities to practise speaking in supportive classroom environments.

Students also highlighted the importance of:

- clear explanations of how to learn vocabulary and grammar
- repetition and structured practice

This reinforced the value of retrieval practice and the importance of explicitly teaching students how to learn, rather than focusing solely on content.

Another key finding was that students benefit from clear structure and guidance when developing macro-skills such as listening, reading, writing, speaking, and viewing. This challenged the assumption that students naturally develop these strategies over time.

What changes were made as a result of these findings?

Following analysis of the survey data, two key areas for improvement emerged:

1. The explicit teaching of learning strategies
2. The development of a tool to audit unit plans based on student needs

To address these, we developed **macro-skill checklists** for students. For example, the writing checklist guides students through steps such as identifying purpose, audience, text type, and editing. The checklist is divided into before, during, and after writing stages, allowing students to track their progress.

Students responded positively to these tools. One student commented:

"I liked how the writing checklist was broken down into simple categories that are easy to comprehend."

We also developed a **Unit Planning Checklist** for teachers. This tool ensures that units of work include:

- retrieval practice
- cultural elements
- explicit teaching of learning strategies
- development of all macro-skills
- varied learning activities

The checklist supports teachers in reviewing and refining their units in line with curriculum expectations, research-informed practices, and student needs.

What have been the key takeaways for your faculty?

Reflecting on this project, several insights have emerged that may support other language faculties.

Firstly, having a clear vision and shared goal is essential. When teachers collaborate with a specific focus on improving student learning, even small, consistent changes can have a significant impact.

Secondly, collecting evidence from multiple sources—teacher reflection, observation, assessment data, and student voice—provides valuable insights. While this process takes time, it is central to meaningful improvement.

Student voice, in particular, proved powerful. It revealed perspectives that teachers may not always anticipate and helped guide practical changes in teaching.

Finally, the project reinforced the value of embedding strategies such as retrieval practice, explicit instruction, and structured support for learning—all of which are supported by research.

What advice would you offer other language faculties?

For faculties considering a similar initiative, starting with a clear and shared goal is crucial. It is important to

understand your context and identify realistic areas for improvement.

Building a collaborative culture where teachers feel supported in reflecting on and adjusting their practice is equally important. Small, manageable changes are often more effective than large-scale reform.

Importantly, involving students in the process and listening to their perspectives can lead to meaningful and practical improvements in teaching and learning.

Looking ahead

This whole-faculty inquiry has highlighted the value of structured goal setting, collaboration, reflective practice, and student voice in improving language teaching and learning.

By combining teacher evidence with student insights, the Languages Faculty at Penola Catholic College has developed a deeper understanding of how students learn, refined teaching practices, and strengthened consistency across languages and year levels.

Rather than being a one-off initiative, this project represents an ongoing commitment to reflection and continuous improvement that will continue to inform future teaching and curriculum development.



BUILDING LANGUAGES LEADERS: EMPOWERING STUDENT VOICE AND AGENCY IN PRIMARY LANGUAGES EDUCATION

Ulrike Lindner, Rangeview Primary School

Participation in the *Building Languages Leaders* initiative, organised by Languages Teachers Victoria (LTV) and facilitated by Linton Roe and Kylie Farmer, has provided a powerful catalyst for strengthening student leadership in languages at Rangeview Primary School.

The program was implemented in both 2023 and 2026, involving Level 5/6 students in a structured training experience designed to prepare them as Languages Leaders. Students were selected based on teacher recommendation, with consideration given to their willingness to engage positively with language learning, their ability to collaborate effectively with peers, and their confidence (or emerging confidence) in speaking German in supportive, low-risk contexts. Importantly, selection also prioritised inclusivity and potential rather than prior achievement alone.

The training workshop, facilitated by Linton Roe and Kylie Farmer, introduced students to practical, play-based language teaching strategies. Students learned how to lead a short language game, model clear pronunciation and gestures, and support younger learners through repetition, encouragement, and scaffolding. A key message from the training was that effective language teaching at primary level relies less on complexity and more on clarity, confidence, interaction, and enjoyment.

Following the training, approximately 25 Year 5/6 students took on the role of Languages Leaders, teaching a simple German-based game to around 40–50 Level 2 students. The preparation and implementation required minimal additional organisation beyond the school timetable, with the workshop itself serving as the central training experience.

Across both cohorts, the experience proved highly engaging, with students demonstrating enthusiasm, responsibility, and a strong sense of ownership over their leadership roles. The opportunity to step into a teaching role significantly increased students' willingness to take risks with language use and strengthened their confidence in speaking German authentically and purposefully.

Following the 2026 workshop, I met with the newly appointed Languages Leaders to reflect on their

experience and to explore ways they could continue contributing to the profile of languages within the school. From these discussions, several student-driven initiatives emerged.

One of the most successful ideas was the introduction of a **German Word or Phrase of the Week**, presented at weekly school assemblies. The Languages Leaders now work in pairs to introduce the language item, model pronunciation, and encourage audience participation. This initiative has created a consistent and visible presence for languages across the school community, while also providing students with regular opportunities for public speaking.

In addition, students proposed the development of **German language posters**, featuring numbers, colours, and commonly used everyday phrases and questions. These posters have been displayed in classrooms across the school, supporting incidental exposure to German beyond specialist lessons and reinforcing vocabulary in a meaningful, everyday context.

Another initiative led by the Languages Leaders has been to encourage classroom teachers to incorporate German into daily routines, including marking the roll in German and displaying the weekly word or phrase within classrooms. This has helped to normalise language use across the school environment and extend learning beyond the language classroom.

While the initiative has been overwhelmingly positive, the main practical consideration has been finding regular time within an already busy school schedule to meet with the Languages Leaders. Sustaining momentum relies on consistent touchpoints, and ensuring these opportunities are embedded within existing routines has been the key logistical challenge.

As a teacher, one of the most significant learnings from this process has been the value of intentionally creating space for student agency within language learning, even in small and structured ways. I observed that when students are positioned as contributors rather than recipients of knowledge, their engagement deepens and their sense of ownership increases markedly. This has further refined

my approach to language teaching, with a stronger focus on embedding authentic leadership opportunities for students within everyday classroom practice.

Looking ahead, further refinement will focus on strengthening the continuity of the program by embedding more structured routines for Languages Leaders throughout the school year and ensuring regular opportunities for reflection and rehearsal are built into their roles.

The **Building Languages Leaders** program has therefore been more than a one-off workshop; it has acted as a catalyst for ongoing student-led language engagement at Rangeview Primary School. Most importantly, it has demonstrated that when students are empowered as leaders, they can play a meaningful role in shaping a visible, confident, and connected culture of language learning across the whole school community.

CLICK HERE

to express interest in
hosting a free Building
Languages Leaders
incursion in your school



DESIGNING FOR DIFFERENCE: RETHINKING DIFFERENTIATION IN YEAR 9 CHINESE

Meihui Wang, Head of Chinese, East Doncaster Secondary College

Teaching Chinese in a large secondary school means working with diversity as a constant rather than an exception. At East Doncaster Secondary College, our Chinese program is both extensive and highly varied. Students study Chinese from Years 7 to 12, with language learning compulsory in the junior years. By the time students arrive in Year 7, they bring with them a wide range of experiences: some have never encountered Chinese before, while others have studied it for years through primary school or community language programs. Many come from heritage backgrounds and use Chinese at home, but even within this group, their abilities vary significantly. Some are confident speakers but less secure in reading and writing, while others have stronger literacy but less fluency in communication.

This diversity continues throughout the program, including in senior classes, where even within the same pathway, students can have very different linguistic profiles. Despite this, our VCE Chinese results remain consistently strong. The challenge, therefore, has not been whether students can succeed, but how to design learning that allows all students to participate meaningfully and continue progressing.

Designing for diversity, not just managing it

For many years, our approach to differentiation was shaped by practical necessity. Like many schools, we work within timetable structures that do not allow for streaming in the middle school years. This means that each middle school Chinese class (Year 7 to Year 9) contains a full range of learners, and differentiation has always been essential. Over time, however, I found myself questioning whether we were simply managing this diversity rather than designing for it. I began to think more carefully about how we might create a curriculum that brings students together in a shared learning experience while still responding to their different needs.

This thinking led to a redesign of our Year 9 program. We chose Year 9 deliberately, as it is a transition point before students decide whether to continue with Chinese in Year 10. Our aim was to create a program that would maintain rigour while improving engagement and accessibility, giving all students a stronger sense of confidence in their learning.

A shared, task-based approach

The starting point for this redesign was to move away from thinking about separate groups and toward a shared, task-based curriculum. Instead of teaching different content to different students, we previously divided each class into two groups based on students' language backgrounds and learning experiences, using different curriculum textbooks for each group. Now, we have restructured the program around a series of topics, with each topic leading to two meaningful tasks designed to develop students' reading, writing, listening, and speaking skills. These tasks provide a common goal for the class, but allow for different levels of participation and complexity. In practice, each topic includes a core focus that all students engage with, as well as extension tasks for advanced learners. Students work within the same overarching theme, but the level of language, support, and expected output varies according to students' learning needs.

One of the most important shifts has been in how we think about content delivery. Rather than presenting the same material in a single way, we provide multiple pathways for students to access and engage with the learning. For the core learning of key vocabulary and grammar, students may watch animations, read with teacher support, or listen to recordings. Similarly, reading texts are often offered in more than one version, allowing students to explore the same ideas at different levels of complexity. Initially, I was concerned that more advanced students might disengage when working with core material, but this has not been the case. In fact, revisiting and consolidating key language has proven beneficial for all learners.

Differentiation in action: supporting different pathways

Alongside this, we have given more attention to the processes through which students learn. In reading activities, some students benefit from additional support such as pinyin, glossaries, or peer reading, while others are ready to work more independently with complex texts. Writing presents its own challenges. However, we do not change the assessment standards as differentiation is not about lowering the bar. It is about providing different pathways for students to reach the same learning goals. For example, all students are required to write a full essay. Some students may be provided with a guided structure or key vocabulary to support their writing, while others follow a standard essay structure independently. More advanced students are expected to produce more sophisticated

writing through more complex language use and more developed arguments. These differences are not treated as barriers, but as part of the normal range of learning within the classroom.

Speaking and listening activities have also been adapted to allow for different levels of participation. For some students, rehearsed dialogue provides an important entry point into communication. Others are able to move beyond this into role-play or more open-ended discussion. Listening tasks are similarly differentiated, with variations in the number of times students hear a text and in the types of questions they are asked. Some focus on identifying key information, while others work at the level of inference and detail.

Perhaps one of the most effective changes has been in how we use the learning space to support differentiation. For example, within one classroom, the teacher might establish different zones to support different forms of learning: a quiet area where students can work independently, a collaborative space where students can discuss ideas and work in groups, and a teacher-support area where students can receive guided scaffolding.

To make this effective, we first use pre-testing, formative assessment, and activities that activate prior knowledge. This helps identify what students already know and where the learning gaps are. This information then becomes the foundation for grouping students and allocating them to the most appropriate learning space. Importantly, these groupings should be intentional and flexible, based on evidence of student learning rather than fixed ability levels.

Reflection: what has made the difference

Of course, differentiation is not only about materials; it is also about how the classroom is organised. I have found that clarity and structure are essential. Students need to understand what is expected of them and how they can succeed. At the same time, flexibility is equally important. Group work, for example, is carefully planned rather than left to chance. I often assign roles within groups to ensure that all students can contribute in meaningful ways. More advanced students may take on roles that require more complex language use, while others participate through more scaffolded contributions. It is also important not to rely too heavily on stronger students. Instead, I try to recognise and build on the different strengths that students bring, whether linguistic, cultural, or analytical.

Assessment has also evolved as part of this approach. Rather than focusing solely on comparison between students, we place greater emphasis on growth. Diagnostic assessment at the beginning of a unit helps us understand where students are starting from, and subsequent tasks allow us to track their development. Feedback is tailored to the needs of the learner. For some students, this means focusing on clarity of meaning and basic accuracy, while for others it involves refining structure, expanding ideas, and increasing sophistication. Providing this level of feedback is a demanding task for teachers, but it is essential in a mixed-ability classroom.

I understand that redesigning a curriculum can be overwhelming for teachers alongside their everyday

teaching responsibilities. A key factor in the development of the Year 9 program has been collaboration within our teaching team. Without strong teamwork, this work would not be possible. What has made the process meaningful is the sense of support, trust, and encouragement we have shared as a team along the way. We have approached the curriculum as an ongoing project, trialling ideas, sharing observations, and refining materials based on what we see in our classrooms. At times, this has meant recognising that our initial plans were too ambitious and needed to be simplified. At other times, it has involved extending tasks to allow for deeper thinking and greater student voice. This process of reflection and adjustment has been central to the program's success.

Looking back, the most significant shift for me has been in mindset. Like many teachers, I was initially overwhelmed by some of the unrealistic expectations and assumptions surrounding differentiation. For example, I wondered whether I needed to differentiate for every single student individually. Through experience, I have come to realise that effective differentiation needs to be manageable and responsive to patterns of student need. It is also important to remember that differentiation does not need to be overly ambitious. Often, the most effective forms of differentiation are quite simple. Targeted questioning, different levels of scaffolding, additional modelling, or flexible grouping can make a significant difference to student learning and engagement.

Ultimately, differentiation is not simply about responding to differences once they appear; it is about designing learning with those differences in mind from the very beginning. In a subject like Chinese, where students arrive with such varied experiences, this is particularly important. The Year 9 program has become a space where we can experiment with this approach, drawing on both theory and practice, and adapting ideas to suit our context.

For teachers working in similar settings, my advice would be to start by knowing your students well and to plan differentiation proactively. It is also important to work collaboratively and to remain open to reflection and change. Most importantly, differentiation should not separate students, but bring them together through shared learning experiences that allow every learner to succeed at an appropriate level of challenge.



PARTNERSHIP STRENGTHENS HINDI AND PUNJABI LANGUAGE EDUCATION IN VICTORIAN SCHOOLS

*This article was first published in **Monash News** on 26 March 2026*

A Monash University and Victorian Government initiative has produced the first cohort of Hindi and Punjabi teachers, expanding opportunities for students to learn these important and widely spoken languages.

This professional learning micro-credential equipped existing teachers who have language capabilities but currently taught other subjects, with contemporary approaches to language education as well as curriculum design and cultural immersion techniques.

Victorian Minister for Education Ben Carroll joined teachers and education leaders to celebrate the graduation and congratulated the teachers for their commitment to strengthening language education and supporting Victoria's increasingly diverse school student population.

Through the program, teachers completed a contemporary pedagogy course designed to build their confidence and capability to deliver high-quality language instruction aligned with the Victorian curriculum.

The program not only draws upon the University's expertise in teacher professional learning, but aligns with our Monash India Plan which aims to expand on our strong foundations by deepening our engagement in education, research and partnerships with industry in India.

Professor Mary Ryan, Dean of the Faculty of Education at Monash said the program demonstrates the power of collaboration between universities, schools and government.

"These teachers have shown tremendous commitment to their profession and their communities. By completing this program, they are equipped with research-informed, curriculum-aligned teaching strategies that will strengthen Hindi and Punjabi education across Victoria and support students to develop language skills, cultural understanding and a strong sense of identity," said Professor Ryan.

The initiative also responds to a broader national challenge: a shortage of trained language teachers. Punjabi and Hindi are currently the fourth and eighth most spoken languages in Victoria, yet both are not widely taught in schools. By upskilling current educators who already have language skills, the program provides schools with new opportunities to offer language subjects that are more reflective of the broader community.

Participants have developed research-informed approaches aligned with the Victorian curriculum, alongside strategies to deepen student engagement and improve learning outcomes.

A graduating teacher, Sonali Pendurkar from Alkira Secondary College, said the program had strengthened her ability to support students' learning and cultural identity in the classroom.

"This program has given me practical strategies and research-based approaches that I can immediately apply in my classroom," the teacher said.

"Teaching Hindi and Punjabi is about more than language – it helps students connect with their identity, build confidence and develop pride in their culture."

Education leaders say the program highlights the professionalism and leadership shown by teachers committed to strengthening language education across the state.

Deputy Vice-Chancellor (International) and Senior Vice-President Professor Craig Jeffrey believes language teaching also extends beyond communication skills. For many students, learning a heritage language supports identity, confidence and a sense of belonging.

"Learning a language like Hindi or Punjabi is about far more than just vocabulary; it is a profound act of empathy that fundamentally shifts how we relate to one another and understand the world around us," he says. "By empowering our teachers to bring these languages into the classroom, we are not only celebrating the vibrant cultural fabric of Melbourne's Indian community but also advancing Monash's commitment to being a truly global university for the Indo-Pacific – one that fosters the deep cross-cultural fluency required to lead and collaborate across our region."

Schools benefit from confident, contemporary and culturally responsive educators who are equipped to deliver high-quality language learning experiences.

Students gain stronger literacy, bilingual capability and intercultural understanding.

For students of Indian heritage, learning Hindi or Punjabi can strengthen cultural pride and deepen connections

with family and community across generations. For all students, language learning builds global awareness and prepares young people for life in a diverse and internationally connected Victoria.

The initiative also recognises the significant contribution of the Indian diaspora to Victoria's multicultural society.

Supporting heritage language education helps reinforce community connections and signals that languages such as Hindi and Punjabi are valued and respected as part of the state's cultural and educational future.

The partnership also opens the door to future opportunities, including expanded professional learning for language teachers, advanced pedagogy pathways and further research in bilingual, multilingual and heritage language education.



Graduating teachers with Professor Mary Ryan, Dean of the Faculty of Education, Victorian Minister for Education Ben Carroll and Deputy Vice-Chancellor (International) and Senior Vice-President Professor Craig Jeffrey.

CONFERENCE 2026: THRIVING THROUGH LANGUAGES

LTV CONFERENCE 2026



Monday 30 November, 8:45am - 4:15pm
Catholic Leadership Centre
576 Victoria Parade, East Melbourne

This year's theme, **Thriving through Languages**, recognises the powerful role that Languages Education plays in shaping inclusive, engaged, connected and thriving communities.

Our Keynote address "Sustainable Language Learning in the Age of Generative AI", will be presented by Dr Angel Lim, a pioneering figure in plurilingual education and critical literacies, whose work has transformed approaches to language teaching and learning globally.

- **LTV Members \$185**
- **Non-members \$285**
- **Pre-service teachers \$30 (and claim \$30 discount on your 2027 LTV membership)**
- **Presenters FREE**

This event is supported by the Victorian Government. This funding provides discounts on registration for government school teachers and regional teachers.

The LTV Annual General Meeting will be held following the conference from 4:30 - 5:15pm.

Everyone is welcome to attend the AGM.

Submit a Workshop Proposal

We're excited to invite passionate Languages educators, leaders and partners to contribute to the 2026 LTV Annual Conference.

From leadership strategies to quality classroom practices, we encourage you to share your thinking, experience and practical strategies for supporting students to thrive through Languages.

Non-commercial presenters whose workshop proposals are included in the program are able to register for the conference at no cost (Up to 2 co-presenters per workshop).

Commercial exhibitors may propose a workshop to be included in the commercial stream of the conference program at no extra cost.

Workshop proposals are due by COB

Friday 25th September.

Find out more and register

Submit a workshop proposal

PROFESSIONAL LEARNING IN SEMESTER 1 2026

Workshops: In Person & Online



Exploring use of ELLA in
F-2 Languages classes



Creating Languages Units
with VC2.0 & VTLM2.0



Graduate & Returnee
Teachers of Languages



Exploring CLIL in Action



Gianfranco Conti: Connecting
EPI & VC2.0



Online Workshop: Inclusive
Pedagogies in Languages Education

Webinars: Live & On Demand



Exploring Sample VC2.0 Languages Units with Morgan King
- Chinese teacher (primary)
& Tina Wilkinson - German teacher (primary and secondary)



Demonstrating explicit teaching in the primary Languages classroom



Building Languages Leaders



Seeing explicit teaching in action in the secondary Languages classroom



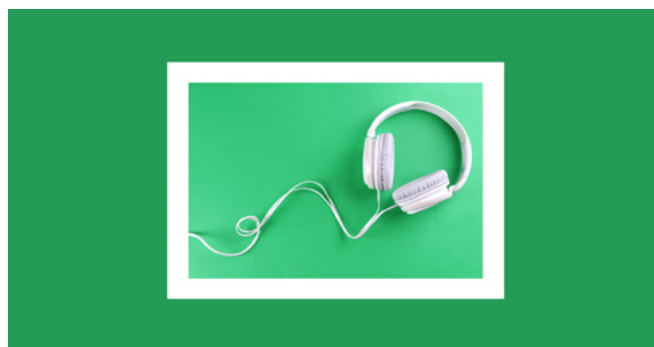
Building Confidence with CLIL - Empowering Student Engagement and Meaningful Target Language Use

PROFESSIONAL LEARNING IN SEMESTER 1 2026

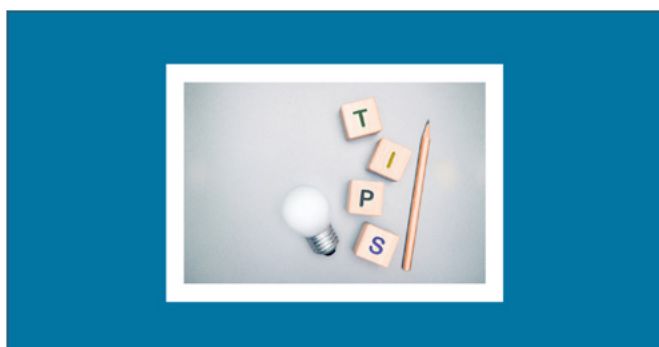
Webinars: Live & On Demand



Building Student Agency in Primary Languages



Engaging Pedagogies to Teach Listening Skills



VCAA VCE Tips



The Who, What, How, Where and Why of VC2.0 Languages and VTLM2.0



VCAA F-10 Resources

Visit our [Recorded Webinars](#) page to view webinars on demand.

UPCOMING PROFESSIONAL LEARNING

Great Foundations: Free Networking Events for Primary Teachers



Are you teaching Languages to students in Foundation to Year 2?

Would you like to attend a free LTV-supported event to:

- Explore some free, quality Languages resources released recently for F-2 students?
- Collaborate and network with other Primary teachers of languages?

Event locations:

Kyneton PS

Network event leader: Sherry Varga

Tuesday 21 July

Sacred Heart PS

Croydon Network event leader: Isabel Fernandez

Wednesday 29 July

Brunswick South West PS

Network event leader: Kevin Yang

Wednesday 29 July

Gardenvale PS

Network event leader: Naoko Nishikawa

Tuesday 4 August

Briar Hill PS

Network event leader: Tina Wilkinson

Wednesday 12 August

All events will:

- Be held in person from 4:00 - 5:00pm
- Be facilitated by an experienced teacher of Languages
- Include a presentation developed by LTV introducing quality resources available in 13 languages
- Provide opportunities for networking and collaboration
- Include free afternoon tea

[Browse all upcoming events](#)



Free Webinar: The Languages Teachers' Toolkit

Monday 10 August

3:45pm - 4:45pm

Free and Online via Zoom

Join this webinar with Linton Roe to discuss, revise, unpack and practise a range of simple games, strategies and activities that should be in every Languages teacher's toolkit.

Find out more and register



Online Workshop: Inclusive Pedagogies

Monday 31 August

9am - 3:15pm

Online via Zoom

LTV Members: \$175

Non-members: \$250

Feedback like this about our June workshop:

"The online/offline format of this workshop was great - it was beneficial to have time online together to learn and then to pause and reflect to let the ideas 'brew' for a little and think about how we can implement these ideas and make changes to suit our learners."

"This workshop helped me better understand neuro-diverse students and realise that there are many strategies available to support these students to develop a love of languages."

"I appreciated the time to read and review resources, and the amount of resources shared."

"I appreciated the chance to reflect on a lot of practices I've used in the past, refreshing and refining them for the current cohort of students and VLTM2.0."

"I've really developed my understanding of how important it is to intentionally support neurodiverse learners, rather than treating all students the same. I've learned that strategies like explicit teaching, structured routines and simple, engaging activities like brain breaks can make a big difference to student focus and confidence. It's also made me reflect on my own practice and how I can design Japanese lessons that are clearer, more inclusive and more engaging for all learners."

"Overall, this has helped me see that inclusive strategies aren't extra, they're actually just good teaching."

... has convinced us to offer this important PL as an online workshop again in Term 3. The workshop will feature:

- online presentations
- small group discussion and collaboration online
- independent off-line time for resource exploration and application
- individual coaching to provide customised support.

Find out more and register

New webinars, workshops and conference details will be announced throughout Semester 2 via our **e-newsletter, Languages Connect**, on social media and on our website.

FROM OUR SPONSORS

sanako

High Technology from Finland

Connect

Web-based language teaching software that transforms passive language classes into an active speaking-based environment.



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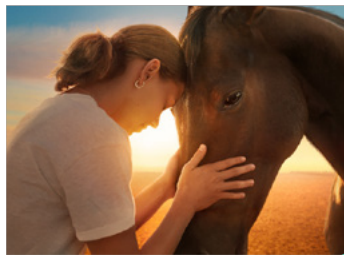
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