



MEMBER OF PARLIAMENT MS GAI BRODTMANN, PROFESSOR AP KUP VYT VY, AND PRE SCHOOL CHILDREN FROM THE CHINESE AUSTRALIA EARLY LEARNING CENTRE IN MAWSON

ALMA NEWS OCTOBER 2015



澳大利亞學漢語協會

Welcome to the second edition of the ALMA newsletter in 2015. This issue embodies some of the experiences of the students at the Chinese Australian Early Childhood Centre (CAECC) and Mawson Primary School (MPS).

We show the continuing dialogue between our young Mandarin learners and internationally renowned poet and educator Professor Ap Kup Vyt Vt from the South West University of Nationalities in Chengdu. This connection began during his formal visit in April to the Australian National University (ANU), when ALMA invited him to visit the CAECC and MPS. After his return to Chengdu, children from MPS sent the Professor a magnificent thank you card through the Consul General, Nancy Gordon. The Professor then wrote two poems in Yi, one for MPS and the other for CAECC (see p 7 for translated versions). Also included are two letters from a Chinese-Yi mother tongue school in Sichuan province forwarded to us by Professor Ap kup Vyt Vt.



Professor Ap kup Vyt Vt students and childhood dreams from Liangshan, Sichuan, China

We are especially delighted to feature a number of contributions from the ANU School of Asia and the Pacific in this issue, including passionate promoters of language learning, Professor Hugh White, and PhD Candidate Brendon Forde.

Annie RenMan a recent ANU graduate, shares her experiences of learning Chinese classics in Taiwan after receiving an ANU summer scholarship. We also have contributions from ALMA President Kelly McGorm, Laura Cai from the CAECC and Len Waugh from the ALMA committee.

We commence this newsletter with news of our involvement in the soon-to-be-released Mandarin Education Blueprint for the ACT, followed by our continuing alumni initiative: a special contribution from former ALMA President Janaline Oh and her children Zari and Yassine, now in Hong Kong. We hope both they and you will enjoy reading this newsletter.

Anna Buckley, ALMA News Editor

BLUEPRINT TO PROMOTE MANDARIN EDUCATION IN THE ACT

Over the past 12 months, ALMA has been involved in an exciting initiative to develop a two-year Blueprint to enhance the learning of Mandarin and promote understanding of Chinese culture through education in the ACT. Two members of the ALMA committee were part of the working group (WG) tasked to develop this Blueprint. Chaired by the ACT Education and Training Directorate (ETD), the WG included representatives from school systems (ACT government, Catholic and independent), as well as community language schools, the ANU, UC and ACT Chinese Teachers Network. The Blueprint is due for release in the near future. Keep an eye on the ALMA website for more news!



NEWS FROM HONG KONG BY JANALINE OH

We've now been in Hong Kong for a bit over a year, and Zari and Yassine are well settled into the Yew Chung International School. YCIS is a locally based international school that offers English and Mandarin.

While not strictly a bilingual school, Zari (in Year 5) has 6 x 60 minute lessons of Chinese every week, plus three lessons of Life Education and Chinese culture that are co-taught in English and Chinese. Yassine, in Year 1, has the same. Because in Kindergarten she had an English-speaking teacher and a Cantonese-speaking teacher all the time, with a Mandarin-speaking teacher two days a week, she is the only member of the family who will leave here with a reasonable grasp of Cantonese. Zari's Cantonese is pretty much limited to what she hears on the MTR (subway) which we take to school every day, but she doesn't have many opportunities to tell people to mind the gap, so practice is limited.

The environment here is mostly Cantonese-speaking, but with 40 million mainland tourists here each year (local population - 7 million), there is also a heavy dose of environmental Mandarin. Both children came here speaking Mandarin (CAECC made a big contribution to that), and Zari's ability to express herself in more complex ways is improving greatly.

We read a Chinese book and an English book every night, which helps to develop more sophisticated language. Zari can now read easy chapter books in Chinese; far below her English ability, but I'm very happy. Thanks to Yassine and the MTR, Zari and I are also learning to read traditional characters. Yassine is learning traditional characters and often stops mid-story to check a word or read it herself.

One of these photos shows what the kids made for Chinese New Year; Yassine wrote the door strip herself (秀俐 is her Chinese name).

We still miss outdoor spaces to run around in and the trampoline in our front garden, but Hong Kong has certainly been good for our Chinese!



MANDARIN LANGUAGE PROGRAM: Fridays 7pm -7.30pm

Tune into 98.3 FM or online at www.2xxfm.org.au for an opportunity to hear and practice Mandarin with the family. There is always a children's story in Mandarin, discussed in both English and Mandarin so everyone learns some new words, and a fun song or two. Parents and teachers are welcome to send a recording (MP3 format preferred) of children singing or reading a short story or poem for broadcast. This has proved to be a good way to encourage interest in practicing Mandarin. It may also be possible to invite children to broadcast live from the 2XX studio in Civic on a Friday evening.

The program is organised by ALMA and the 'Mandarin for Fun' group. To contact the presenters, email mandarinforfun@gmail.com. For more details see: <http://learningmandarin.weebly.com/weekly-radio-show.html>.

THANK YOU

ALMA WOULD LIKE TO TAKE THIS OPPORTUNITY TO THANK ALL THE EDUCATORS OF CHINESE PAST AND PRESENT FOR ALL THEIR HARD WORK AND DEDICATION OVER THE YEARS. WITHOUT YOUR PASSION AND COMMITMENT, GENERATIONS OF CANBERRA STUDENTS MAY NOT HAVE THE CHANCE TO LEARN AND EXPLORE SUCH A WONDERFUL RICH CULTURE, LANGUAGE AND TRADITION.

真心地感谢大家

A YEAR IN THE LIFE OF THE ALMA PRESIDENT

Kelly McGorm

In October 2014, I was nominated as President of the Association for Learning Mandarin in Australia. The time draws nigh that I must seek a worthy replacement, as my youngest daughter is about to graduate to 'big school' next year. Although I had been on the ALMA committee in 2013, my impressions of the role of President were that one might chat about purchasing educational toys and equipment and how best to support the staff with bringing about the best outcomes for our children. And you do. But there is a whole other world of Presidential life that I really hadn't fathomed, if one chooses to take that path.

I've met with Senator Katy Gallagher (check me, the name dropper), exchanged correspondence with the Chief Minister, Andrew Barr, chatted with Ambassadors from overseas countries, liaised with Government Directorates about the possibilities of an extension to the Childcare Centre, and attended functions and presentations to promote ALMA.

This brings me to a pretty funny anecdote. Invited to a 'Multicultural and Faith Leaders Reception' hosted by Guilia Jones (MLA), the elegant Ambassador of Cyprus came up to me, looked at my name tag and broke out into fluent Mandarin; her previous placement had been in China. Now, I am pretty pleased with myself when I say 'Ni Hao' or 'Wo Ai Ni' to my children..., but that's about the sum total of my Mandarin. I did manage to blurt out that although my language was sub-par, my children would love a chat with her and invited her to the nursery. I also offered her the chance to participate in the Mandarin Community Tutoring so that she could continue to practice her Mandarin during her placement in Canberra.

Although it would be a boon if the next President were interested in promoting Mandarin, Chinese culture and bilingual childcare, the only real criteria is to want to give a little something back to the Centre that has provided our children with excellent care and fantastic learning opportunities. The President is supported by a tremendously supportive and capable team of staff, in Judy, Laura, Kathleen etc., as well as other enthusiastic parents. The President can put in as much or as little as they feel able, but I must say I have found it a great learning experience, gained new skills and left feeling nothing but rewarded from the role. This kind of volunteer work looks not bad on the CV too!

The next Annual General Meeting is scheduled for 7pm, Tuesday 20th October at the Chinese Australian Early Childhood Centre. I welcome you all along to hear more about what the committee and the Centre have achieved over this last year. If you would like to chat to me about the management of the Centre or about the role of President

(or other committee roles), please do not hesitate to contact me on 0488 786 268.

PARENT ATTITUDES TOWARDS ASIAN LANGUAGE LEARNING IN SCHOOLS

Review by Len Waugh

Recently, the Asia Education Foundation (AEF), based in the University of Melbourne, conducted a survey of parental attitudes towards learning Asian languages in schools. The survey also examined the degree of support for mandatory language studies between parents from different backgrounds and the reasons parents support Asian language learning.

In brief, the survey found that:

- Attachment of most importance to learning an Asian language is by parents with a Bachelor degree or higher
- There is no significant difference in attitudes towards engaging with Asia between parents with English as a first language and others. However, parents speaking at least one other language than English at home, especially to their child, more strongly view as important the educational and multicultural benefits of learning an Asian language.
- Parents who favour their child learning an Asian language tend to support mandatory learning through primary and secondary schooling. Unsurprisingly, parents who do not attach importance to learning an Asian language do not support mandatory learning.
- Fewer than 30% of parents believe that Australian businesses seriously value the ability of staff to speak an Asian language. This sits oddly with the finding that 70% of parents believe it important that all Australian children learn an Asian language, suggesting that the benefits are for reasons other than business expectations.
- The main reasons given for supporting Asian language learning, other than for Businesses' expectations, include interested in engaging with Asia, learning the diverse Asian cultures.
- Australia's place as part of the Asia region, which is likely to become the dominant economic region in the world, is a key factors in parents' support for learning an Asian language.
- Parents who are engaged in their child's Asian language learning see it as more valuable than other parents.

The authors concluded that promoting parents' interest in and engagement with Asia could be a key strategy to promoting learning an Asian language. For more details see:

<http://asiaeducation.edu.au/docs/default-source/research-and-policy-pdfs/parent-attitudes-towards-asian-language-learning-in-schools-report-v3-100615wcag-final.pdf>

WHY LEARN A FOREIGN LANGUAGE?

Professor Hugh White, ANU College Of Asia And The Pacific

Why learn a foreign language? Why learn a language as demanding as Mandarin especially? I can speak with some authority on this, because I haven't done so. I am a typical monolingual Australian who saw no need to take language-learning seriously when I was young, and never found the time to do so when older. And yet my whole career has revolved around working with, and trying to understand, the countries and peoples of Asia.

And I've always known what I've been missing. At school in the 1960s I studied Bahasa Indonesia, and learned just enough to understand just how enriching it would have been to attain and maintain any degree of fluency. My decision to learn Indonesian back then was just a schoolboy whim, but it was inspired by the things we heard about Indonesia as it loomed large in Australia's news in that era of Sukarno's 'year of living dangerously'. I value what little I did learn, but much more I realised how much more I would have gained, and how much more I could have contributed, in the work I've done over the years dealing with Australia's relations, especially its defence relations, with Indonesia.

If anything that has been even more true of China. I was lucky enough to have several close friends among the first generation of Australian students who went to study in China in the years immediately after the opening of relations in 1972, and I was immensely impressed by the depth and richness of their engagement with the country, its language and its remarkable story. Since then, of course, China has risen to become the central focus of thinking about Asia's strategic order, and about Australia's place in it.

Understanding how China sees itself as its power grows, and its role in Asia, has become one of my main professional concerns. I am lucky enough, especially here at ANU, to have many friends and colleagues who can explore these questions at first hand in Chinese. Alas I have to rely on them and on those Chinese colleagues who are kind enough to speak to me in English. I'm all too aware of how much I am missing as a result.

There are many reasons to learn a language – intellectual interest, cultural engagement, social or family connection, or the purely professional opportunities that might open as a result. But for me at least its above all about understanding the ideas that shape our world. And over the next few decades, those ideas will increasingly be expressed and explored increasingly in Chinese. I'd want to be part of that conversation.

THE JOY OF LEARNING MANDARIN

Brendan Forde, PhD Candidate, ANU College of Asia and the Pacific

In life, there are fewer more intellectually challenging- and rewarding, exercises than learning and mastering a foreign language. It sounds trite and cliched, but another language opens up a different world, bringing new perspectives and above all a greater appreciation for the experience of others. In this, learning another language not only enhances our skills, but enriches and extends our humanity.

When we consider the challenges and commensurate rewards of learning a foreign language, perhaps there is no greater exemplar than that of Chinese. As anyone who has ever systematically studied the language knows, learning Chinese is a complex and time consuming process. It takes patience and perseverance, and is fundamentally an long term investment which yields its greatest dividends with time.

Former Prime Minister and noted Chinese speaker Kevin Rudd once advised me many years ago upon discovering I was learning Chinese to "...keep the faith, even when the going gets tough". The advice was both prescient and perceptive, and strongly informed by experience. When studying Chinese, the going is more tough than not, but that state of affairs is only overcome by two factors, firmly and rigorously applied: hard work and perseverance. Without this, the challenges of tones, vocabulary and a completely different script will remain completely insurmountable.

What is the result of this hard work? We can all remember that first time when everything began to fit together and make sense; that first conversation in Chinese when you could understand and be understood. Those moments are precious precursors to a new world ready to explore. Having the means to communicate with 1.3 billion fellow humans is a considerable thing. We are told that we live in an interconnected world; a global village.

We are told that the world is getting smaller and smaller. This is all undoubtedly true, and our skills as speakers of a second language are better equipped not only to take advantage of these changes, but to understand and enjoy them as well. We should encourage as many people as possible to apply hard work and perseverance, and reap the same rewards that we have.



THREE WEEKS OF SUMMER SCHOOL AT THE NATIONAL TAIWAN UNIVERSITY: TEACHING CHINESE CLASSICS IN TAIWAN

Luman Ren, recent ANU graduate

The National Taiwan University (NTU) Plus Academy Summer Program offers three to five week-long courses that cover a range of topics from Chinese language and culture to biotechnology, leadership skills and economics. For students interested in Chinese Studies, NTU offers three courses catering to those of different language levels and with different academic interests.

- C1 (Chinese Language and Culture) provides the opportunity for those with minimum knowledge of the Chinese language to study Mandarin over a four-week period whilst participating in weekly cultural activities such as calligraphy lessons, mahjong training and rice ball making.
- C2 (Chinese Translation and Culture) is a five week long course that enables students with advanced Chinese and English knowledge to further develop their translation skills through theoretical training and in-class practice.
- C3 (Chinese Classics and Culture), the program in which I participated, takes on a rather arduous task of highlighting the essence of Chinese Classics including *The Book of Change* (I-Ching), Confucianism, Daoism and Buddhism within a mere three weeks' time!

For more details about each program and application procedures see <http://www.oia.ntu.edu.tw/short-term-programs/ntu-summerplus/ntu-ntnu-summerplus>



One of the many cultural activities organized by the NTU

For some reason, I had always imagined that Chinese Classics was taught in Taiwan in a style very much like how it was always taught in the imperial past: the master would explain the meaning of the text word by word and students would recite the text until they memorize it by heart. Thus when I walked into my first class on the I-Ching (which is considered the source of all Chinese Classics and for the

same reason placed in the front of our curriculum), I was surprised to discover that our professor was from the Physics Department, and had previously studied cosmology under the famous Stephen Hawking. Five minutes into the lecture, the decision that a scientist should teach I-Ching made sense to me because apart from being a book on philosophy (upheld by both Confucians and Daoists) and a book noted for its mystical demeanour (this is the book from which all Chinese fortune telling and Feng shui seeing stems from), *The Book of Change* is really a book that sets out to record the changing patterns of nature.

Reading what the I-Ching has to say about the universe and the origin of things, and then comparing it to modern scientific discoveries does not seem like a contemptuous thing to do, in fact, this way of reading the I-Ching makes one appreciate the wisdom and insights of the book even more.

Contrary to my expectations, Chinese Classics are taught at the NTU in a very modern and applicable approach. For Confucianism, we had a guest speaker from the business sector to speak about the modern practices of Confucianism in running a firm. We compared post-modernism in the West with the writings of Lao-zi and Zhuang-zi for Daoism, and we looked at how a Buddhist conception of life can be applied to ethical issues such as abortion.

This way Classics are taught in Taiwan is, based on my knowledge, very different from how courses are ran in Australia, Mainland China and European universities. Therefore, more than just learning the Classics themselves, the NTU gave me the opportunity to experience with a fundamentally different way of thinking and approaching the Classical texts themselves, which I find very beneficial and grateful for.



Receiving our certificates of completion

VISIT OF PROFESSOR AP KUP VYT VT TO CAECC AND MAWSON PRIMARY SCHOOL



During his visit to the ANU in April 2015, Professor Ap Kup Vyt Vt from the Yi Research Centre at South West University of Nationalities entranced children at the CAECC with a traditional story in Mandarin, and

wowed the students at MPS with a poem in the Yi language.

The professor presented gifts of four small wooden, lacquered cups and a traditional drink vessel, as well two Chinese language dictionaries, several textbooks and two books on the adventures of *Monkey King*.

Everyone was presented with paintings by the father of contemporary Yi painting, Professor A Ggut Zza Mot. ALMA would like to express our sincere thanks for the attendance of Ms Gai Brodtmann, member of the House of Representatives for the seat of Canberra; Ms Judy Hamilton, ACT Education and Training Directorate; Professor Richard Rigby, Director of the China Institute ANU; and Mr Shu Xiao, Minister of the Cultural Office, Embassy of the Peoples republic of China.

Below are some words from Mawson Primary School Students about the event.

“Professor Ap Kup Vyt Vt yelled at the top of his lungs, reading his poem in the school hall. He made us laugh very loud. He gave us extremely good presents to help us learn. We gave him a little Koala bear. We had a good time. James (3/4MIP)”

阿库乌雾教授在学校大厅大声地朗诵他的诗歌。他领我们开怀大笑。他送给我们漂亮的礼物并帮助我们学习。我们送给他一个小树袋熊。我们渡过了一段愉快的时光。詹姆斯

“He gave us wonderful gifts and sang a lovely poem. We loved it and we had so much fun listening to him. It was fun getting to know each other. Hia (3/4 MIP)”

他送给我们非常漂亮的礼物以及唱诵了可爱的诗歌。我们喜欢它并且当我们听他的时候，我们拥有如此多的乐趣。这使我们有趣的相互了解。海尔

Professor Ap Kup Vyt Vt did a performance in a very loud voice. We were wriggling our bodies when we were listening. Cody and Jimmy (3/4 MIP)

阿库乌雾教授作表演的时候嗓音很响亮。

当我们在聆听的时候，我们扭动着我们的身体。柯迪和吉米

He made a nice poem in his mother tongue and we all liked it. He gave us many books and we like to read them. Charlotte (3/4 MIP)

他用他的母语创造了一首漂亮的诗歌并且我们都喜欢它。他给我们很多书并且我们喜欢阅读它们。夏洛特



James, Hia, Jimmy and Charlotte

PROFESSOR AP KUP VYT VT'S POEMS FOR THE CHILDREN OF CAECC AND MAWSON PRIMARY SCHOOL STUDENTS

Angelic Voices

An Invitation to the Canberra Chinese-Australian Early Childhood Centre,

I seem to be stepping into a magical fairy tale,
Innocent eyes like twinkling jewels, gazing up at me,
Strangers or acquaintances,
It does not matter.

“Hello teacher!”

They say in their tender and childlike Chinese,
Momentarily, my mind returns to my own childhood;
At their age, without a doubt,
I could not utter a complete sentence in Chinese.

Born in Australia,
With the freedom of choice
to study diverse languages other than English,

From a young age, children are raised to be speak many tongues.

I dream that one day,

Nations of diverse races,

People of all skins,

Respectfully, will converse in each other's mother tongue,

So that the world can be a world of equality,

Where languages and men possess equal stature.

In Canberra those Angelic Voices,

With their glistening gem-like eyes eagerly told me,

That the grand era of many equal tongues

Is really not so far away.

[Translated from the Mandarin by Anna Buckley, with sincere gratitude to Professor Minford]

Calling back the soul of my Mother Tongue: for Mawson Primary School

Mawson Primary school,

A blossoming paradise of many tongues,

Instantaneously brings to mind that Australia

Is a vast ecological utopia, with ancient cultures and traditions,

Inclusive, harmonious, and luxuriant.

Rich and all-embracing is the spiritual essence of this ancient land,

In my mother tongue I summon its ancestral souls,

In the hope that here in this kingdom of many tongues,

The enchantment that has endured for thousands of years will continue.

Steadily declining is my own mother tongue,

In the precipitous mountain ranges of China's Southwest;

What of the many indigenous languages of Australia?

Do they still prevail on this continent?

Or are they gradually vanishing too?

Oh language, essence of the human soul,

Oh language, soul of the world,

Teachers and students of Canberra's Mawson Primary,

May you enable the enchantment of Australia,

From its inner soul to its outer being,

To endure for ever in your ancient land.

[Translated from the Mandarin by Anna Buckley, with sincere gratitude to Professor Minford]

WONDERFUL NEWS FROM THE CONSUL-GENERAL, AUSTRALIAN CONSULATE IN CHENGDU, CHINA

On 26 June, the Australian Consul-General Ms Nancy Gordon presented a lovely thank you card to Professor Luo Qingchun (Ap Kup Vyt Vt) of Southwest University for Nationalities.

Professor Luo (Ap Kup Vyt Vt) was very happy to receive this card from Mawson Primary School, all the way from Australia.

He told the Consul-General that he had a very meaningful trip to Australia and the children in Mawson Primary School left him with an extremely deep impression.

6月26日，澳大利亚驻成都总领事郭南希将一张写满爱心的感谢卡转交给西南民族大学的罗庆春教授。这张来自澳大利亚莫森小学（Mawson Primary School）的感谢卡让罗教授洋溢着愉快的笑容。

他告诉总领事：“我的澳大利亚之行非常有意义，莫森小学给孩子们留下了特别深刻的印象。”

LETTERS WITH CHILDHOOD DREAMS - ALL THE WAY FROM LIANGSHAN IN SICHUAN PROVINCE, CHINA

[Translated from the original Yi by Lama Itzot and Mandarin by Anna Buckley]

My dear new my friends in faraway Chinese Australian Early Learning Centre and Mawson Primary School, How are you? I hope that you are well. How are your mothers and fathers? I hope that they are well too. To have the unique opportunity to write to you I feel exceptionally happy. Our classrooms are very beautiful, a teacher always stands on a platform at the front of our class and all the children listen to the teacher writing Chinese Yi proverbs on the blackboard while reciting. At the

back of our classroom are our photographs, with pictures on our classroom windows.

Although my house is not as beautiful as my school, if you wish to visit my hometown, we will welcome you as one of the family. If you wish to be our friend, please do not forget to write back to me. If we really make friends, we can help each other to study, if you have no friends, we will introduce our friends to you. Please always be cheerful. I sincerely hope that we can both study hard together, and one day have the opportunity to meet.

I wish you healthy and joyful moments,

Your forever-Chinese Yi friend A Yup Xuo Luop. 5th September 2015.

亲爱的朋友们好！

你们好！你们好吗？你们开心吗？你们学习忙不忙？你们交朋友了吗？

我的家乡在四川，那里风景很美，空气很新鲜，还有很多好吃的东西，你们有机会的话，可以去我的家乡玩一玩，那里有很多好玩的地方，希望你们能喜欢。

希望你们能交到很多好朋友，希望你们能天天开心。

希望你们能天天开心，希望你们能天天进步。

希望你们能天天开心，希望你们能天天进步。

希望你们能天天开心，希望你们能天天进步。

祝你们好！

To our dear friends in the Chinese Australian Early Learning Centre and Mawson Primary School.

Now you probably do not know who I am as I write you this letter. I write this letter to you all because I really wish to make true friends with you. My name is A Mur. I am in grade five now. I have a pair of big black eyes, I have jet black and wavy hair, I have a mouth which speaks many words. I am not very tall.

After one year, I will enter the sixth grade. There are some wide and gigantically tall trees near the front of our classroom. Every year these trees produce fruits. Beside the trees, is our playground, when we have recess, we jump around and play basketball on it. I hope one day we meet, but no matter what, the sentiment of you reading my letter will always remain very close to my heart.

Keep healthy and happy!

Your Chinese Yi friend A Mur September 4th 2015

亲爱的朋友们好！

你们好！你们好吗？你们开心吗？你们学习忙不忙？你们交朋友了吗？

我的家乡在四川，那里风景很美，空气很新鲜，还有很多好吃的东西，你们有机会的话，可以去我的家乡玩一玩，那里有很多好玩的地方，希望你们能喜欢。

希望你们能交到很多好朋友，希望你们能天天开心。

希望你们能天天开心，希望你们能天天进步。

CAECC MANDARIN TEACHERS CORNER



My thoughts on leadership roles in an early childhood setting

The context of early childhood education and care is continually changing and becoming increasingly complex. The leadership roles are changing and expanding accordingly. I have been working in the early childhood education and care industry for more than a decade. Since 2013, I have been in the role of the assistant director position, and in 2014 I had a dual role with another colleague being the Educational Leader. Working on this role made me realize that many of our old solutions to issues and problems do not always work. These new 'changes and challenges' (i.e. recent national curriculum/framework/policies commenced) imply a real imperative for this field to develop a new leadership structure that can support other educators in facing, initiating and facilitating change rather than simply reacting.

I always believe that effective leadership is vital for the success of education and care settings. Without skilled and committed leaders to help shape teaching and learning, the opportunity to create and sustain high-quality learning environments is negligible.

One of the areas within the National Quality Framework advocate that effective leadership contributes to a positive organizational culture. Good leaders can establish a skilled workforce by empowering others to adapt to change and drive continuous improvement. Effective leaders of education and care services are able to set direction and establish values for the service that reflect its context and professionalism. In order to achieve these goals, I work closely with our centre's director and other management members to include practices like identifying and articulating a vision; ensuring shared understandings, monitoring and assessing practice, commitment to ongoing professional development and building a learning community and team culture.

In my opinion, it is essential to establish a learning community which nurtures emerging educators and improves the retention of staff in the early childhood workforce. We're currently working on encouraging educators to engage in reflective practice, linking study to everyday practice in order to benefit their performance and therefore improve learning outcomes for children. This requires me, the centre's assistant director, and other management members to support the implementation of critical reflection as part of every educator's core practice, which in turn supports the facilitation of quality practices in early childhood settings.

As a final thought let me share one of my favorite quotes:

'Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.'

Laura Cai

MAWSON PRIMARY SCHOOL: YEAR ONE MANDARIN LEARNING IN PICTURES

Amanda Andrews, Principal of Mawson Primary School



We start the day with martial art practice



Writing Mandarin is Fun



Chinese Calligraphy



This term we are learning about food. We made our favorite fruit using paper plates and we practiced speaking afterwards. 这是西瓜。我喜欢吃西。 This is watermelon. I like to eat watermelon.



Mandarin speaking practice: inside circle and outside circle, and role play.



All Year 1 MIP students are singing together: “打开，关上” (“Open, Shut them”)

HSK TEST CENTRE NOW OPEN IN CANBERRA

HSK is an official Chinese Proficiency Test for study and employment in China. China Hanban has now established a test centre in Canberra, hosted by the Australian School of Contemporary Chinese.

Admission range: Open to universities, secondary schools, primary schools, Chinese community language schools, Australian Government agencies, companies and any individuals and educational institutions in Canberra.

There are four types of tests: HSK, HSKK, BCT, YCT, and the Canberra HSK test centre will take collective or individual registration. There will be centralized examinations twice each year in May and October. One-to-one tests may be arranged based on personal needs. Canberra HSK test centers registration starts from 1st August 2015.

For more information see

www.standardchineseschool.act.edu.au, call (02) 6176 0528, 6100 6478 or contact: Mr He 0425 910 505 or Ms Sun: 0430 835 542.

FILMS AND PUBLIC LECTURES - CHINA IN THE WORLD CENTRE, FELLOWS LANE, ANU

Asia and the Pacific Screens The Auditorium, CIW	ANU China Seminar Series Seminar Room A, CIW
Wednesday 7 October, 5:30pm-7:30pm <u>My Name, My Family 我的姓氏我的家</u>	Thursday 8 October, 4:00pm-5:30pm, <u>Mobility, Intimacy and Decolonisation: The 'Chinese Australian problem' after 1949</u> Presenter(s): Sophie Loy-Wilson
Wednesday 4 November, 5:30pm-7:30pm, <u>Australian-Chinese Cinema in Conversation</u>	Thursday 22 October, 4:00pm-5:30pm <u>The Impact of Enforcement Campaigns on China's Legal System</u> Presenter(s): Sarah Biddulph
Wednesday 2 December, 5:30pm-7:30pm, <u>When China Met Africa 中非遇</u>	Thursday 5 November, 4:00pm-5:30pm, <u>From Cantonese Religious Procession to Australian Cultural Heritage: The Changing Chinese Face of Bendigo's Easter Parade</u> Presenter(s): Tsai Tsan-Huang

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