



# Submission cover sheet

## **Inquiry into E-PET-077-25: Access to 11-12 ATAR language courses in 2026**

Submission number: 26

Submitter: Modern Language Teachers Association ACT

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**From:** [REDACTED]  
**To:** [LA Committee - SP](#)  
**Subject:** Submission to the ACT Legislative Assembly Standing Committee Inquiry: Senior Secondary Languages in the ACT  
**Date:** Friday, 10 April 2026 3:23:18 PM  
**Attachments:** [image.png](#)  
[FB logo image.PNG](#)

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### **Submission to the ACT Legislative Assembly Standing Committee Inquiry**

**Subject:** Senior Secondary Languages in the ACT

**From:** MLTA ACT

The Modern Language Teachers Association of the ACT (MLTA ACT) submits its strong concern regarding the current state of senior secondary languages in the ACT. Recent structural changes are reducing access, undermining participation, and threatening the sustainability of language education.

#### **Reduced Access and Declining Enrolments**

The transfer of senior secondary language programs from Ainslie School to CIT Bruce has created significant access barriers. Travel time, timetable constraints, and reduced flexibility are discouraging student participation. Students are increasingly choosing not to study languages rather than navigate these obstacles.

#### **Failure of the Pathways Model**

The current language pathways model is not functioning effectively. Schools report:

- Insufficient enrolments to run classes
- Inability to align timetables across colleges
- Limited availability of qualified teachers

This results in students being unable to continue languages through to senior secondary, despite prior study, disrupting continuity and reducing retention.

#### **Loss of Language Teachers**

Unstable and under-enrolled programs are contributing to the loss of qualified language teachers. As positions become less viable, teachers leave the system, further reducing capacity and accelerating program decline.

#### **Equity Concerns**

Current venue arrangements disproportionately affect students who rely on public transport from areas without direct bus links to CIT. Access to language learning is becoming uneven, limiting opportunities based on geography and circumstance.

#### **Broader Implications**

Languages are essential for developing intercultural understanding and global competence. Reducing access diminishes the ACT's capacity to prepare students for an interconnected world and undervalues the role of languages in fostering communication and mutual understanding.

#### **Recommendations**

MLTA ACT urges the Committee to recommend:

1. A review of the venue location to restore student access via city transport hubs, so that students can participate in courses provided after day school hours in a centralised delivery model that supplements programs provided in day schools
2. Structural support for viable and continuous language pathways
3. Targeted strategies for recruitment and retention of language teachers
4. Flexible delivery models prioritising student access
5. Direct consultation with language educators in policy design

#### **Conclusion**

Making languages difficult to access will inevitably lead to declining participation and loss of expertise. Without urgent intervention, senior secondary languages in the ACT will continue to contract, with long-term consequences for educational equity and global engagement.

MLTA ACT calls for immediate action to ensure language education remains accessible, sustainable, and valued.

Please don't hesitate to contact me as I am willing to talk to the committee at a hearing.

Catherine Elliott

**MLTA ACT Executive Vice President**

**MLTA-ACT Works 4 U !**



<https://www.mltaact.asn.au/>



MLTA ACT Inc. (Modern Language Teachers' Association of the ACT) **Follow us on Facebook for updates on PL, Events and Happenings in Languages!**



I acknowledge the Ngunnawal, Ngambri & Ngarigu peoples as the Traditional Custodians of Country - the land, sky and waterways - where we live, learn, and grow. I extend that respect to other people with connection to this Country. I value and respect their continuing culture and their contributions to the local community.