



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

Answer to question taken on notice

Asked by: Miss Laura Nuttall MLA

Addressed to: Minister for Education and Early Childhood

In relation to: Language Education Action Plan

Hearing: 28/04/2026

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Transcript provided: 06/05/2026

Answer Due: 14/05/2026

Mr Jason Borton took on notice the following question(s):

MISS NUTTALL: Right. Just with the—I am interested with what measures and principles have you implemented, noting that when other submissions have tracked this, they cannot really quote two actions that have been taken as a result of the plan?

Mr Borton: Well we can—we certainly do have a list of the implementation actions that we have had. And we are certainly happy to provide that, which really clearly outlines exactly what we have done and when we have done it. So we are happy to provide that to the committee, if you like.

MISS NUTTALL: That would be great.

Mr Borton: Yes.

MISS NUTTALL: Possibly on notice in the interest of time, if that is okay with you?

Mr Borton: Sure, no problem. Yes, we will do that.

Ms Yvette Berry MLA: The answer to the Member's question is as follows:

The Language Education Action Plan (LEAP) includes nine actions across three priority areas: Workforce Planning, Pedagogy and Curriculum, and Partnerships. The Education Directorate committed to deliver all priority actions in the LEAP by the end of 2025. This work remains ongoing and has been delayed as the landscape and priorities for language education, and the ACT public school system more broadly, evolved including the re-prioritisation of support for Hindi and Punjabi Language and CIT Solutions dissolution. The table below details progress against each action to date.


Table 1: Progress against the Language Education Action Plan (April 2026)

Action	Status	Progress to date
Action 1: Develop a workforce plan for public school language teachers that is integrated with the Education Directorate's existing workforce strategy.	Delayed	<ul style="list-style-type: none"> The Education Directorate has not yet developed a dedicated workforce plan for public school language teachers integrated with the Directorate's broader workforce strategy. This work remains ongoing and has been delayed due to evolving priorities for language education and the ACT public school system more broadly, including the re-prioritisation of resources to deliver the 2024 election commitment of a Punjabi and Hindi Language Survey and the dissolution of CIT Solutions, both of which have impacted workforce planning assumptions and delivery models. In the interim, the Directorate has continued to implement initiatives that support language teacher supply and capability and will inform future workforce planning. These include promoting language teaching opportunities through universities, offering annual teacher scholarships with languages identified as a priority area, and promoting language teaching career pathways to international students through the International Education Unit and CareersXpo.
Action 2: Work with the Teacher Quality Institute (TQI) to explore options for international teachers looking to teach in ACT public schools, including access to Permit to Teach status.	Complete – May 2025	<ul style="list-style-type: none"> The Education Directorate has consulted with the Teacher Quality Institute (TQI) to raise awareness of system challenges for international teachers looking to teach in ACT public schools. TQI encourages stakeholders to discuss their individual circumstances with TQI, rather than assuming ineligibility. The Education Directorate is supporting this messaging to schools and prospective teachers.
Action 3: Collaborate with TQI on Permit to Teach requirements and investigate tuition supports for the International English Language Testing System (IELTS).	Ongoing	<ul style="list-style-type: none"> IELTS requirements are consistent across states and territories, as specified in legislation. Work is being undertaken nationally to examine legislation around IELTS levels for language teachers.
Action 4: Explore options for alternative delivery models for public school language education programs, including online delivery, which will provide flexible and innovative solutions	Ongoing	<ul style="list-style-type: none"> The Education Directorate is exploring and promoting cross-college enrolment options for senior secondary language programs, to enable students to attend their local school and enrol in their language course of choice at another college. The directorate is exploring and promoting community language options as part of the Punjabi and Hindi Language Education consultation.

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<p>for students wishing to undertake a pathway for proficiency.</p>		<ul style="list-style-type: none"> • The directorate has established enhanced data collection and reporting processes for the annual ACT Public Schools Language Education Census to provide greater visibility and understanding of language pathways, teacher workforce, and flexible models currently being implemented across schools.
<p>Action 5: Maintain the minutes mandated for language learning in the ‘Curriculum Policy and Procedures’ so that languages is delivered as one of the eight learning areas under the Australian Curriculum.</p>	<p>Complete – January 2026</p>	<ul style="list-style-type: none"> • Mandated minutes for language learning are maintained in the Learning and Teaching Policy implemented in 2026.
<p>Action 6: Update the ‘Curriculum Policy and Procedures’ to ensure consistency in the review and decision making of language pathways for individual school settings. This will require extensive consultation with all stakeholders.</p>	<p>Delayed</p>	<ul style="list-style-type: none"> • The Education Directorate has not yet updated the Curriculum Policy and Procedures. This action has been delayed to allow for evidence-gathering and consultation as language education priorities continue to evolve. • In 2025, the Directorate undertook the Punjabi and Hindi Language Education <i>YourSay</i> consultation to understand student and community demand and to inform potential delivery models for Punjabi and Hindi language education in ACT public schools. This work is informing broader policy considerations about language education in the ACT.
<p>Action 7: Provide access to pathways for proficiency options in high school and colleges to facilitate consistency in language provision across school years. This includes tracking of pathway options and providing advice on pathway options.</p>	<p>Delayed</p>	<ul style="list-style-type: none"> • The Education Directorate has introduced new reporting mechanisms to improve the availability and accuracy of language education data. • The Education Directorate has developed a publication of language education data to provide visibility of language pathways across schools and to support school decision making regarding language offerings. This is expected to be published by the end of Semester 1, 2026.
<p>Action 8: Forge stronger connections between ACT public schools and community language schools (for example Canberra Academy of Languages) and</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • The Education Directorate has continued funding support to the Modern Language Teachers Association of the ACT for delivery of professional learning workshops to Community Language Schools (via the ACT Community Language Schools Association).

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<p>explore potential ways to include and incorporate more community languages into ACT public schools.</p>		<ul style="list-style-type: none">• As part of the Punjabi and Hindi Language Education consultation, the Education Directorate is developing information about Community Language Schools for ACT public schools to promote community language options to families.• For senior secondary languages, students can enrol in a language course outside of school hours with a BSSS Specialist Education Provider, such as the Australian School of Contemporary Chinese (for Chinese language studies only).
<p>Action 9: Leverage existing relationships with universities to promote the training of public school teachers in language education. This would include forming a partnership with the University of Canberra and building upon the Affiliated Schools model.</p>	<p>Ongoing</p>	<ul style="list-style-type: none">• The Education Directorate continues to promote language teaching opportunities to new teachers via universities.• Annual teacher scholarships are available and promoted to existing ACT public school teachers, with languages identified as a priority area.• The Education Directorate coordinated a meeting between ANU and UC to identify opportunities for collaboration between the universities to support language teaching pathways and professional learning for existing staff.• The directorate continues to engage in local and national language networks and organisations (e.g. Canberra Languages Network, Early Learning Languages Australia, Australian Curriculum and Reporting Authority) to identify contemporary methods of language education delivery. These relationships are established and ongoing.

Approved for circulation to the Standing Committee on Social Policy

Signature:



By the Minister for Education and Early Childhood, Yvette Berry MLA

Date:

25/05/26