

# 2025 JLTASA Newsletter

2025年の学年へようこそ。このニュースレターはバイリンガルで読めて、日本語の挨拶は後ろで読んで下さい。  
*Welcome to the 2025 school year! This newsletter can be read bilingually - please read the Japanese welcome at the back.*

## INSIDE NEWSLETTER :

1. Welcome to our new committee
2. 2025: Events Calendar
3. 2025 ミニコン
4. Hub Groups and Grants
5. Resources and General Notices



## President's Welcome 会長の挨拶

### 一緒に！

Contact: [president@jltasa.asn.au](mailto:president@jltasa.asn.au)

あけおめ！Fresh from my (new) annual pilgrimage to 日本, let's reflect on 2024 and see what's in store for 2025.

How good was our 2024 あそびましょう conference??? Unfortunately I think we do ourselves a disservice by making them so amazing each year, that it becomes hard to top the following year! I extend my gratitude again to those who presented, especially those who travelled from interstate. The energy and enthusiasm shared was truly inspiring.

けど、this year we are trying something different. どうして？ Each year we (and our interstate JLTA counterparts) are finding it more and more difficult to run events with increasing constraints. たとえば、many schools placed a block on attending events due to staff illness and/or being unable to find TRT/replacement staff. そして、as the number of students (and teachers) of Japanese continues to grow, it is hard to keep up with the increasing pressures we have on us as volunteer committee members. さいごに、the huge opportunity we have with the biennial AFMLTA right on our doorsteps here in Adelaide this year makes it seem a little silly to put on our full conference, when so many Japanese sessions are offered at the AFMLTA conferences.

だから、something different this year. A full-day “mini-conference” PL for Primary Teachers, and another for Middle/Secondary Teachers. The dates are already out for these, so save the date and be ready to register. They will be FREE events, however restricted to members-only, and be fully self-/BYO-catered.

You will note as you go through the newsletter a couple of initiatives/events are being rested this year. ざんねんに、it is simply becoming impossible for our committee to keep doing so much. And hence we come to the theme for 2025: 一緒に いっしょ

At a PL following the symposium with other JLTA heads-of, we were reminded that our JLTA is not just the 12 people serving on committee, it is actually all ~250 of us members. I therefore urge you to support your association this year however you can, and our top three biggest requests can be seen in to the right.

Thank you in advance for your support this year. I hope to see you at an event or PL in 2025.

いっしょに、なんでもできますよ！

**Tom Dawson トム・ドーソン**  
**2025 JLTASA President**



## WE NEED YOU!

JLTASA is a teacher association run by members who have volunteered to help. We cannot do this alone, and would love our fellow members' support with the below three things this year:

### MEMBERSHIP

- Promptly renew and pay for your membership via the EdSA Gateway
- Update your site's details for institution members
- ...if your membership lapses, you drop off our database! Don't miss out.

### EVENTS

- Read the welcome newsletter to access and note event details, times and information carefully, and check our website as needed
- This newsletter contains approximate dates for all events, to help you get your excursion processes underway early

### COMMUNICATION

- Self-solve membership renewal issues via the membership / EdSA Gateway guides on our website
- RSVP and register correctly for events, by the due date/s, to save us a lot of time
- Notify us if you are not attending an event you have registered for and/or RSVP'd for
- Support events and/or constructively provide feedback to the event organiser, so we know how to improve for next year (eg timing? distance? format? cost? student interest?). Event organiser contact details are always listed on the event flyers.



# HAPPY NEW YEAR

今年も幸多き年でありますよう心よりお祈りいたします  
令和7年 元旦

## Welcome to our new 2025 Committee

*Our committee is made up of a wide range of teachers from all three education sectors in SA, with experience ranging from 1 or 2, to 20+ years. While we love what we do, please remember we serve JLTASA in a voluntary capacity, which means contact can be intermittent during busy periods of the school year.*

## 2025年の委員会メンバー 紹介

**President** 会長  
Tom Dawson, Gleeson College

**Vice President** 副会長  
Ilana Nicolle, Henley HS

**Secretary** 総務  
Mel Watt, Warradale PS

**Treasurer** 会計  
Alex Zhang, Open Access College

**Committee Member** 委員  
Carey Murray, Cabra Dominican College

**Committee Member** 委員  
Meryl Jing, Dernancourt PS

**Committee Member** 委員  
Rachel Francis, Immanuel College

**Committee Member** 委員  
Catherine Emmerson, St John's Grammar

**Committee Member** 委員  
Amy Stevens, Immanuel PS

**Committee Member** 委員  
Renae Garner, Sheidow Park PS

**Committee Member** 委員  
Keryn Allan, King's Baptist Grammar

**Committee Member** 委員  
[Vacant]

Can you help us run a couple of the primary school events this year?  
We need you! Please contact Mel or Tom ASAP.

# Membership Renewal

- Membership renews on 1st February each year
- Payable by end of Term 1  
(access to events contingent on active, paid membership)
- Managed through EdSA Gateway
- DOUBLE CHECK your email address and ensure all teachers at your site are included as a member
- New pricing came into effect 2023
- NT teachers are welcome to join under the NT category (read more on our website)
- A letter of support/advocacy for your site line manager or leader is available on our website
- Write down your membership number when renewing so you can enter it when registering for events

All links, FAQs and supporting documentation is available at

<https://jltasa.asn.au/membership/>

We thank you in advance for your prompt payment and organisation of your membership to support the volunteer nature of our committee roles.



# JLTASA 2025 Events

## Student Events

Mnemonic & Manga Comps	Rested for 2025	
Year 7/8 Recital	Rested for 2025	
Year 10 Movie Making Day	North: Term 2 Wed 14th May South: Term 2 Tues 13th May	North: Roma Mitchell Secondary South: St John's Grammar
Senior Years University Experience	Being investigated for 2025/6	
Middle School Escape Room Incursion	late Term 2	Online
Year 6 Quiz Day - Central	Term 2 Thurs 19th June	In Person, EDC
Year 6 Quiz Day - South	Term 2 Fri 27th June	Sheidow Park PS
Year 9 Quiz Day	Term 3 Fri 8th August	In Person, EDC
Year 12 Kaiwa no Hi	Thurs 9th Oct	Adelaide HS (TBC)
Year 5/6 Statewide Hiragana Competition	Term 4 Thurs 23rd October	In Person, EDC
Obento Master - South	Term 4 TBC	Sheidow Park PS

Student events are free but open to members only (either the teacher or school must be a member). Events fill quickly, with registration opening approximately a month before the event. Keep an eye on your emails and/or Facebook for the event to open. We recommend pre-arranging your risk assessment and excursion paperwork at the beginning of the year, as many events keep the same format, location and/or timing as with previous years. Don't forget, you may be eligible for a student event travel grant if you are in a regional or low-socioeconomic area.

## Teacher Professional Learning

New and Returning Teachers - please contact Mel at [jltasa@jltasa.asn.au](mailto:jltasa@jltasa.asn.au) for ECT support.

'Mini-Conference' PL - Middle/Secondary	Term 1, Sat 5th April	EDC, Hindmarsh
'Mini-Conference' PL - Primary	Term 2, Fri 23rd May	EDC, Hindmarsh
^Immersion PLs	TBC	TBC
AFMLTA Biennial Conference	11th - 13th July	Adelaide CBD

### ^Immersion PLs

**Immersive stand-alone sessions conducted in Japanese (with bilingual support materials) with the dual aim of giving teachers a chance to practise their Japanese while also modelling an activity that they can do in language with their students. Teachers are encouraged to engage at their level and all levels of Japanese proficiency are welcome. There will be a small charge for each session to cover the cost of materials.**

### Interstate Major Conferences

**JLTAVA Annual Conference: 21 - 22 March - Jasper Hotel Melbourne**

# Events - Calendar and Updates

Events are loaded onto our website throughout the year (<https://jltasa.asn.au/events>), as well as advertised through our mailing list. Some member-only events are advertised exclusively via our email list, so please do not rely solely on our Facebook page for information and updates.

We trialled a few different events and initiatives and will further consolidate in 2025. With a vacant spot on committee we have had to 'rest' a few events / initiatives until we are fully 'staffed' again. Check out the graphic below for main changes and/or additions to the usual for 2025.

## Events - Calendar and Updates

<b>UPDATE</b> Primary Schools	Year 3/4 Obento Master returns in Term 4 for Southern members. Want to host the event in the North? Contact us!
10月23日 State Hiragana Comp	In 2024 we had to cancel, and then un-cancel the event, after having only 5 teams enter. See page 9 for important deadlines for 2025.
<b>UPDATE</b> Senior Hub Group	A new Facebook Group for members who teach SACE was created last year to help collaborate and to support the Senior Hub Group (Years 10-12). Term 1 Senior Hub meeting dates can be found on page 10.
Middle School	Middle School Hub has been closed due to lack of interest and attendance. The Virtual Escape Room will continue in 2025, with a new game kit created. Orders will follow a similar timeline.
Rested Events	The Year 7/8 Recital only had 11 entrants in 2024 and the in-person event had to be cancelled. Due to not having a full committee, we are resting a Year 7/8 oral event for 2025. The Mnemonic + Manga comps are also being rested.



# SAVE THE DATE



EDC, HINDMARSH

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JLTASA PRIMARY  
TEACHERS' PL [FREE!]  
\*MEMBER-ONLY EVENT



# SAVE THE DATE



SAT  
APR 5  
2025

EDC, HINDMARSH

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JLTASA MIDDLE/SENIOR  
TEACHERS' PL [FREE!]  
\*MEMBER-ONLY EVENT





## How to access the 旅行日本 [Travel Japan] JLTASA ゲーム

1. Ensure you or your school has renewed their JLTASA membership for 2025
2. Complete the registration link at [jltasa.asn.au/jltasa-game-ryokou-japan/](http://jltasa.asn.au/jltasa-game-ryokou-japan/)
3. Once approved, the email address you nominated when registering will be given access to a folder to download the game file, teacher resources, and install instructions

デモのビデオ  
[youtube.com/watch?v=MfjXhY0CDhY](https://youtube.com/watch?v=MfjXhY0CDhY)

きょうしのリソース  
[jltasa.asn.au/jltasa-game-ryokou-japan/](http://jltasa.asn.au/jltasa-game-ryokou-japan/)

ゲームのウェブサイト (incl free graphics sets)  
[mysteryinjapan.com/](http://mysteryinjapan.com/)



# Important Information Regarding the Primary Schools' State Hiragana Competition in 2025

*Please note the below important information and deadlines:*

Entries for the State Hiragana Competition / Final will close on Friday 19th September 5pm (Term 3 Week 9).

Teams/schools who have placed in the top 3 in their regional final must register themselves directly via Humanitix by the due date should they wish to participate in the state final, based on the eligibility criteria.

After this date, if we do not have an entrant/s from any region, we will open it up to 4th-6th place winners from other regions. This notification will occur during Week 10 of Term 3.

Final entries will then close by the end of the Term 3 holidays, to enable us to form rounds, or, cancel the event if we do not have enough teams enter.

## ***Why are we making this change?***

In 2024, the final was cancelled and then un-cancelled, causing significant burden on both committee and remaining entrants. As a committee of volunteers, we do not have capacity to chase up entries from regions in 2025, so we rely on each individual entrant/winner to follow the above timelines.

The details for the State Final in 2025 are below:

**State Hiragana Competition - Thursday 23rd October 2025**

**EDC, Hindmarsh**

**Contact for 2025 competition: Mel via [jltasa@jltasa.asn.au](mailto:jltasa@jltasa.asn.au)**

# Have you joined your local ハブグループ？

Local Hub Groups assist in supporting the general operations of JLTASA (eg through organising local hiragana competitions which lead to the 'state finals'), but more broadly our aims are to support and advocate. Hub Group details can be found below. Every effort has been made to ensure details are correct at time of publication.

Email address for Hub Group matters: [hubs@jltasa.asn.au](mailto:hubs@jltasa.asn.au)



## Barossa and Light Hub Group

**Jessica Nimmo**

[jessica.nimmo795@schools.sa.edu.au](mailto:jessica.nimmo795@schools.sa.edu.au)

Meets 2-3 times a term around Weeks 4/9, rotating between schools.

## Southern Hub Group

**Alysha Larcombe**

[Alysha.Milani746@schools.sa.edu.au](mailto:Alysha.Milani746@schools.sa.edu.au)

Meets Mondays Weeks 3 and 8 at Hallett Cove South Primary School.

## Hills/Riverland Hub Group - EOIs Open

**EOIs open to get this running. Contact Graeme Watkins at**

[gwatkins@unitycollege.sa.edu.au](mailto:gwatkins@unitycollege.sa.edu.au)

## North East PLC

**Jodie Wallace**

[jodie.wallace311@schools.sa.edu.au](mailto:jodie.wallace311@schools.sa.edu.au)

Meets Tues Week 3 and 8 each term, in person rotating schools, or via Teams.

## Middle School Hub Group

**This has been closed.**

## Western Hub Group

**Natasha Gilbert**

[natasha.gilbert484@schools.sa.edu.au](mailto:natasha.gilbert484@schools.sa.edu.au)

Meets Tues or Thurs Weeks 3 and 8, rotating between schools.

## Senior School Hub Group

**Tom Dawson**

[president@jltasa.asn.au](mailto:president@jltasa.asn.au)

Meets 1-2 times per term, in person and/or via Zoom.

### **FIRST MEETINGS FOR 2025**

**South: Wed 5th Mar 4-5pm at Immanuel**

**North: Wed 19th Feb 4-5pm at Gleeson**

**Zoom: Tues 25th Feb 7-8pm via Zoom**

**[RSVP Y or N for first meeting, and/or join the hub via this link](#)**

**[Join the Senior Hub Facebook Group.](#)**

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## Renae Garner



## Hub Group Liaison

Renae is continuing in her role as Hub Group Liaison in 2025. Please feel free to reach out to Renae for any matters relating to Hub Groups and she will point you in the right direction. [hubs@jltasa.asn.au](mailto:hubs@jltasa.asn.au)

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## Mel Watt



## ECT Support

We are trialling a new process for Early Career Teacher support. Please email Mel at [jltasa@jltasa.asn.au](mailto:jltasa@jltasa.asn.au) and she will put you in touch with a teacher who can support you.

## Hub Group Grant Reports

**SOUTHERN** On Wednesday August 28th the southern areas hub group ran their 20th Hiragana Competition. 14 schools with 96 students participated in the competition at Reynella East College. It was a great showcase of excellence, skill and knowledge of the Japanese alphabet. Students competed during the morning to read hiragana characters and words. The top teams from each group went through to the finals with Woodend winning, Woodcroft College in 2nd place and Warradale in 3rd place. A big thank you to all schools that participated and to JLTASA who provided a grant which enabled us to buy gifts for our winning teams.

**WESTERN** The Western Primary Schools' Hiragana Contest was an event filled with excitement, hosted at Kidman Park Primary School on Friday 16th August . Year 5/6 students from six schools—West Lakes Primary School, Immanuel Primary School, Kidman Park Primary School, North Haven Primary School, West Beach Primary School, and Westport Primary School—came together to compete. In teams of four, students engaged in a spirited round-robin competition to determine the champion school of the Western Suburbs. The contest tested the students' skills in reading both individual Hiragana characters and two-character words. Following the established format, the competition began with two round-robin rounds, leading to both an A Final and a B Final, ensuring that every participant had multiple opportunities to compete. West Beach Primary School dominated the event, securing all the top podium positions and earning the chance to advance to the State final. The day was thoroughly enjoyed by everyone, and thanks to a generous grant from JLTASA, each student left with a keyring and some Pocky to share their experiences with classmates back at school.



# School or faculty strapped for ¥? Apply for a JLTASA 補助金 (ほじょきん)

Grants are available to help support both teachers in their professional learning, but also the advocacy and visibility of Japanese in your school community. For more details and information on how to apply, head to [jltasa.asn.au/jltasa-grants/](http://jltasa.asn.au/jltasa-grants/)

Check out how 2024's grants were used to promote Japanese culture and language, or teacher professional development

## Advocacy Grant: Zen Garden Stacey Westcott, One Tree Hill PS

Thank you to JLTASA for helping One Tree Hill Primary School to build our amazing Japanese Zen Garden. We have created a space to help children to be calm, to get some fresh air, to learn about Japanese culture and to have an even greater school.

We have included a nice bench for a seating area, a cherry blossom tree, six hedges for decoration and edging to keep all the materials in. We've added bark mulch to surround our plants and stones around our existing gum tree. We then added fine, sand like stone for a dry pond that we can use rakes to create ripples in the water.

In the corner, we've started to build our tea house with a decking base, we hope to add a roof in the future.

We are very excited to start using this space!

Thank you!



## Advocacy Grant: Japanese Maples Laura Brown, Flagstaff Hill PS

Flagstaff Hill Primary School purchased Japanese Maples for the school grounds. Two were placed near the flags at the front of the school and another in the Zen garden. The school provided the potting mix. Students enjoyed getting involved in the planting process. The locations complement existing garden features at the school. These trees will be enjoyed by students and community members, especially when entering and leaving the school grounds and during lunch eating time. The trees will be a valuable resource and reference point during Japanese lessons, especially in topics relating to seasonal events and nature. The students are looking forward to seeing the leaves change colour next autumn.



## Student Activity Grant: Taiko Jacinta Teigeler, Unity College

Thanks to JLTASA, Year 6 students at Unity College had the opportunity to participate in a Japanese Taiko Drumming workshop. Kiomi from Tyke-Oh Drumming shared Japan's rich cultural heritage through a fun and energetic activity that promoted physical coordination, teamwork, and self-confidence. This workshop was a fantastic addition to our school's efforts in fostering cultural appreciation and understanding among our students. By immersing themselves in this experience, our students gained deeper insights into Japanese customs, language, and traditions. Thank you, JLTASA, for providing our school with this wonderful experience.



## Japanese Matsuri Day Natasha Gilbert, West Beach PS

I ran my first Matsuri just before Covid and it was a goal of mine to get it back onto the school calendar. I put it in my PDP for this year, and I am so happy to share that the day was a huge success!

I am lucky to be a part of a Hub Group who works closely together and in the lead up we spent a day together planning, sharing ideas and resources.

I was also fortunate to receive a grant from JLTASA to support me in the provision of resources for the day. Without this I wouldn't have been able to fund the 'Sensu Painting' and 'Den Den Taiko'

Our Year 6 students ran the activities for the school and there were so many great things for the students to experience. It is a yearly event now!

- Origami
- Fan Making
- Den Den Taiko
- Giant Ball Relay
- Pokemon Hachimaki
- Chopstick Relay
- Tamaire
- Pokemon Hunt
- Ohajiki
- Jan Ken Pon Games
- Kendama & Kendama Making

Thank you to JLTASA for supporting us to provide these types of experiences to our students and school community!



## Travel Grant: Year 6 Quiz Day Beck Wundke - Brinkworth, Blyth & St Joseph's PS

On Wednesday, 19th June, 14 students from both year 6 classes had the opportunity to compete in the Japanese Language Teachers Association of SA (JLTASA) Japanese Quiz Day, held in Adelaide. Students travelled to Adelaide on the school bus in convoy with students (also taught by Beck Sensei) from Blyth and Brinkworth Primary Schools. These 3 schools were the only regional schools north of Adelaide to attend the quiz day.

Together, the students met at the Himeji Gardens on South Terrace, and walked around and appreciated the natural beauty of a Japanese garden, right in the heart of Adelaide. Next, the students were treated to Japanese cuisine at the Sushi Train.

For 45 minutes, I watched the sheer delight, enthusiasm and curiosity of all the students as they tried new dishes, tried using chopsticks, and even practiced

some of their language skills with the waitresses. The highlight of the Sushi Train was the robot that delivered food to the tables.

After a busy morning, it was then off to Hindmarsh, where the students took part in the quiz day, competing against 60 other students from other metropolitan schools. The quiz composed of 8 rounds of Japanese language and cultural questions. I am so proud of the way our students conducted themselves throughout the quiz; having a go and working as a team. We were fortunate to have 3 St Joseph students win the overall quiz, with other students from Blyth Primary and St Francis de Sales in the team.

I would sincerely like to thank JLTASA for the grants that covered the transport for all 3 schools to attend the quiz day. Without access to this grant, it would be impossible for our learners to travel to Adelaide for this event.



# Professional Learning Grants (NSJLE)

## 2024年のNSJLEの補助金（ほじょきん）

JLTASA provided five ~\$400 grants to assist members to attend the biennial NSJLE, in Sydney. We also recognise the following JLTASA members who presented a session at the symposium: Mel Watt, Kwok Kam, Helen Manning-Bennett, Kate Satomura, and Tom Dawson. Check out 2024's reports to help consider whether the NSJLE grant may be of interest to you in 2026.

### NSJLE Grant Report

#### Stacey Westcott, One Tree Hill PS

**What were some of your key takeaways from the symposium?**

*Language is a bridge to culture, acceptance and understanding.*

This is something that I think we know as language educators, but we need to continue to share amongst our colleagues to advocate for our subject and the importance of our curriculum. We play a special role in developing our students as a whole person, with social and cultural competence.

*Teach concepts rather than topics.*

I really enjoyed delving into this with Mel's workshop, Embracing the chaos. Starting with a concept, rather than a desired topic makes our learning more meaningful with greater connections for our students.

*There is a strong connection between the Japanese language and culture and what we value and want for our kids, calmness and peacefulness.*

I love this! I feel like this is something that educators and our school parent community could really relate to. This could be a direction to advocate for our subject in response to, Why Japanese?

*Data from 2021 shows Japanese was number 1 in the top 5 languages for Australia, this equates to 1 in 4 students learning Japanese in our schools.*

This data was really interesting as I didn't know where our language sat with schools around Australia. I am often faced with the question, why Japanese? from our school community. They seem to share a general acceptance of learning a second or third language, but seem unsure as to why we selected Japanese as our school language. This data provides strength for our argument.

#### Which session stood out for you and why?

*Expand your toolkit to engage and enrich by Mami Yoshino*

This session stood out for me as Mami challenged us as teachers to reflect on our practise, do we have the right mental model, do we need to change this?

Mami shared a vast range of tools to engage and enrich such as the vocabulary pyramid. Instead of hearing about these, we were invited to give them a go with our peers. Through this participation I feel prepared and inspired to give them a go starting Monday with a desire to increase engagement.

She encouraged us to reflect on the actions of our students, if someone is not doing what we'd expect, there is a reason, and this is not necessarily because of will. Factors such as skill, awareness and time come into play.

### NSJLE Grant Report

#### Mel Watt, Warradale PS

The keynote on Day 1 at NSJLE was a lightening fast introduction to the many opportunities to utilise AI in the Japanese Language Classroom. Joe Dale presented some great ideas that I am keen to trial in 2025 in my classes, though there are obvious challenges with a language like Japanese that do make embracing AI somewhat impractical and challenging.

Day 1 was heavy on the academic presentations but the session that I loved was our President, Tom Dawson's presentation about leadership. I think many of us see Japanese as our passion and perhaps suffer from imposter syndrome when we step outside of that space. Tom highlighted so many practical ways we can lead that aren't necessarily in the languages area. Tom encouraged participants to 'become the go-to at our schools for at least 1 thing.' It doesn't have to be Japanese teaching related. We are well equipped to more readily share our skills and passion within our wider school communities.

Day 2 there were some great interactive sessions. I learnt about the Orff technique; A developmental approach based on the idea that children can learn music in the same way they learn language. The music and drama approach would be popular with my Primary school students. My favourite session though, was from the incoming Director at Monash Japanese Language Education Centre (MJLEC), Junko Nichols. If you have an opportunity to attend her presentations in the future – it's a must. Junko is amazing at sharing practical and meaningful ways to engage Japanese language learners. Her session about teaching the seasons from a First Nation's perspective/history and comparing/contrasting them with the seasons in Japan was very accessible and something I can replicate to great effect in my own school.

This is my second time attending the National Symposium and I felt encouraged by the amazing educators I interacted with and felt optimistic for the future of language learning.

There are the same old challenges but the statistics actually show that language learning – and Japanese in particular, has steady numbers across the country. Attending events like this re-ignite or reaffirm passion and commitment and are so valuable to us as educators. I am very grateful for the grant from JLTASA that enabled me to attend.

### NSJLE Grant Report

#### Belinda Schmitt, Woodcroft College

Attending the NSJLE was a fantastic opportunity to gain fresh perspectives on teaching and learning in the Japanese language classroom, while also connecting with fellow Japanese language educators from across Australia.

One standout session for me was Junko Nichols' workshop on incorporating Aboriginal content into Japanese language lessons. I have always found it difficult to incorporate Aboriginal culture into my Japanese program in meaningful ways, but Junko showed how it's actually a lot easier than I thought. Her session focused on the study of seasons, where students are first introduced to the traditional Japanese activities and festivals for each season. Japanese language is scaffolded using images from each season in Japan and then the same language is used to discuss what each season looks like in Australia. Junko then demonstrated how to seamlessly integrate Aboriginal perspectives on seasons using the picture book Ernie Dances to the Didgeridoo. By showing each page and prompting questions in Japanese, students can apply the language learned to explore how seasons are perceived and defined in Aboriginal culture. I found it fascinating to learn that Aboriginal people recognise seasons differently, based on factors such as food abundance, plants, seasonal indicators, and weather patterns.

My biggest takeaway from Junko's workshop was the realisation that there are countless opportunities to create meaningful connections between Japanese culture and the rich traditions of Australia's First Nations people. These connections can be woven into existing units within my current program, without the need for entirely new, stand-alone lessons.

Another highlight of the conference was Natalie Hamilton's session on mastering Kanji. This session was particularly valuable for me on a personal level, as I'm always looking for ways to enhance my own Japanese language skills. Natalie introduced her innovative "Kanji Code," which demonstrated fascinating links between Kanji, Hiragana, and Katakana. Her approach highlighted the phonetic components of Kanji and how visual features like shapes and patterns can give you a clue to the ON readings. It provided me with a fresh and new perspective on Kanji that I can also share with my students to support their learning.

The NSJLE was not just about gaining new ideas; it was also an inspiring opportunity to reconnect with Japanese language teachers from all over Australia. Sharing experiences and working together to promote Japanese language and culture is always uplifting, and events like this remind me of the incredible sense of community we have as Japanese educators.

## NSJLE Grant Report

**Ashleigh Parker, Tatachilla Lutheran**

Attending the recent symposium was such a rewarding experience. It was packed with practical ideas and inspiring discussions that I can't wait to bring into my teaching. I'm thankful for the chance to participate and learn from so many talented educators who are as passionate about Japanese language and culture as I am.

### What were some of your key takeaways from the symposium?

The sessions were a goldmine of ideas, focusing on how to make language learning engaging, meaningful, and accessible for all students. One big takeaway for me was the reminder of how important it is to connect lessons to real-world and cultural contexts. Every session had something valuable to offer.

On Day 2 Session 2: Support Resources, we looked at strategies for differentiation—breaking down content to suit all levels of learners while also challenging more advanced students. The use of scaffolded resources stood out as an excellent way to help students build confidence without feeling overwhelmed.

On Day 2 Session 3, the session really got me thinking about how storytelling can unlock students' creativity and language skills. I loved the idea of using Momotaro and puppets to help students reimagine stories, allowing them to experiment with language in a fun and interactive way. The focus wasn't on getting it perfect but on building confidence and enjoying the process. This approach feels like such a natural way to help students grow and is something I am going to incorporate into my teaching.

On Day 2 Session 4: Designing a Japanese Garden, I was amazed by the case study of Mernda Central College. Their Japanese garden project wasn't just a beautiful space—it was a living, breathing part of the curriculum. The way they used the garden to teach mindfulness, respect, and cultural understanding was so inspiring. It's a great reminder of how learning can happen beyond the classroom.

Another highlight from Day 2 was the discussion on Incorporating Aboriginal Knowledge into Japanese lessons. The idea of linking Indigenous perspectives to language learning is so powerful, and I appreciated the emphasis on collaboration with local cultural leaders. It gave me plenty of ideas for making my lessons more inclusive and meaningful.

### Which session stood out for you and why?

The session that stood out most for me was Embracing the Chaos. It was all about letting go of the need for control and allowing creativity to take the lead. The idea of using unpredictable, playful methods like games and storytelling really resonated with me. It reminded me that sometimes the best learning happens when things don't go exactly to plan. This session gave me fresh energy to create a classroom where students feel free to explore and take risks with the language.

Overall, the symposium was such a great opportunity to reflect, learn, and get inspired. I came away with so many practical ideas and a renewed excitement for teaching Japanese. A huge thank you to the organisers and presenters for putting together such an incredible event. It was a privilege to be part of it.

## NSJLE Grant Report

**Melissa Amner, Gawler Primary School**

### What were some of your key takeaways from the symposium?

Keynote 1: AI to Enhance Japanese Learning by Mr Joe Dale (Independent Language Consultant UK) This was a great keynote to start the symposium and it was full of interesting and amazing uses of AI for languages teaching. I found a phrase he shared, "Gymnastics for the brain" really resonated with me and I would like to explore the use of Padlet and DirectPoll further to receive more immediate feedback from some of the older students within my school.

The session about designing a Japanese Garden (Nicholas Creed, Anthony Oldmeadow, Justin Garrett and Darryl Furze) was extremely useful and insightful for me as I endeavour to work with my school next year to design and create a Japanese garden within my school grounds. It was very inspirational and Merida's Central College should be and are incredibly proud of what they have achieved. Some advice that I will heed are to incorporate the school values, work as a team, community and create a space that will become a gateway to foster cultural exchange. The notion of Wabi Sabi in a garden to encourage and enhance inclusivity and a celebration of imperfection and simplicity is something I want to achieve. A main takeaway was to make sure that I reach out to community, do my homework on the environment and needs of the school and seek funding and support wherever possible to ensure a successful garden. To remember to keep in mind longevity and growth to predict how it will be in a year's time, three years' time and so on for a successful project.

I found the session: Advocacy through celebrations by Sayako Thompson very inspirational and was reminded to use and create school events and the significance of understanding and knowing your families and the history of the community and the school you teach in. I have a school with a rich history within our region and I would like to tap into

that moving forward to create connections with students in Japan. Another main takeaway from this session was once again, to utilise the local community, and example being seek out a local restaurant/sushi place- can or will they do cooking lessons for students. So, I think I will have to ask my local sushi place as they do already support our school with sushi lunch days and a Hiragana competition team celebration lunch annually.

### Which session stood out for you and why?

My standout and favourite session would have to be the Sing, Move Nihongo with Noriko Yamanaka. She demonstrated how she uses the Orff approach to teaching language and culture through music, movement and dance. Orff Schulwerk- a German Composer used this system to help elderly people to exercise their brains, body and memory. The idea is to use 4 main groups to teach a simple song, rhyme or verse (with key vocabulary in your target language). Group 1 does imitation - a repeated action, hand clapping, knee tapping etc to a rhythm; group 2 does exploration - a repeated groups of words or sounds to go with the actions; group 3 does improvisation with ribbons or something else - incorporating body movement to the rhythm; and group 4 sings the main part of the song respectively.

Although I am not musically inclined, I do like to use rhythm, patterns, actions and movement in my lessons already to teach key vocabulary. This method allows all students to feel comfortable to join in and it also gives them power to decide on actions etc. I will definitely be using this in my class in the new year. I will be raiding the music section to find percussion that students may like to utilise and making them part of my everyday lessons in future. Noriko was incredibly clever and inspirational.

A massive thank you to JLTASA for supporting my professional development opportunities to attend this very inspirational symposium.





## BRINGING JAPAN TO YOU

**Make sure you're signed up to receive updates from [jpf.org.au](http://jpf.org.au)**

*The Japan Foundation, based in Sydney, is THE go-to for all things Japan and Japan-Australia. We encourage members to visit their website and subscribe to their J-studies e-newsletter. With new resources frequently published (most recently, hiragana readers and a new e-textbook), and numerous professional learning offered each year, check them out today!*

### AVAILABLE RESOURCES INCLUDE:

Student competitions, eg 'Video Matsuri'  
Grants  
Speech Contest  
Frequent news and current affairs updates  
JLPT information  
Teacher intensives and PL workshops  
Free e-textbooks and textbook resources, including listening exercises  
Film Festival



**DfE-developed Units of Work and SA Scope and Sequence Access available to all sectors via [plink.sa.edu.au](http://plink.sa.edu.au)**



# 2025 AFMLTA Biennial Conference (Adelaide)



AFMLTA International  
Languages Conference



## Save the date!

25th AFMLTA International Languages Conference 2025

Date: 11 - 13 July 2025

City West Campus of the University of South Aus (UniSA) in Adelaide

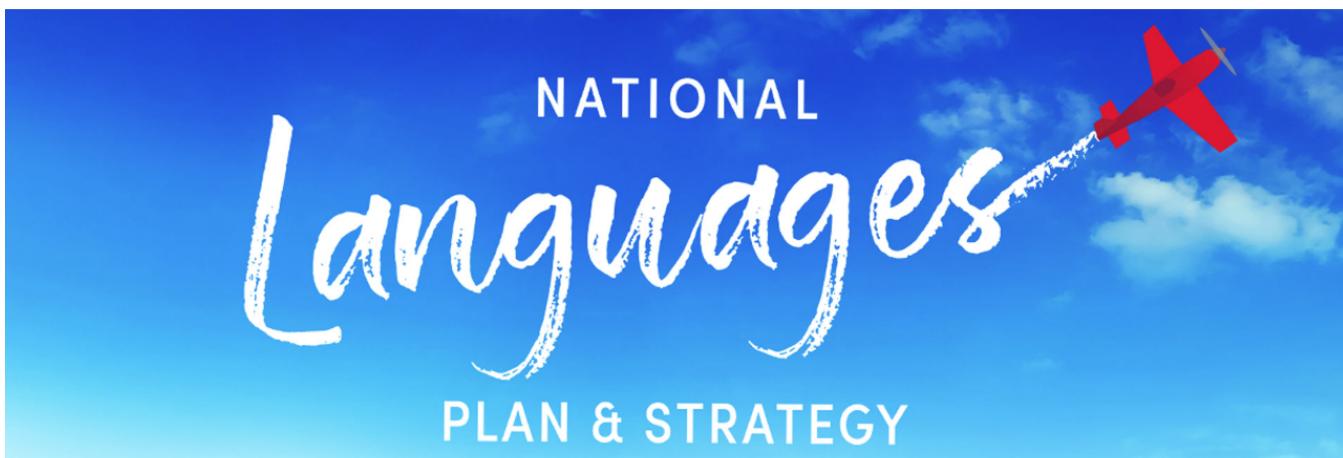
Queries? Email: [conference@afmlta.asn.au](mailto:conference@afmlta.asn.au)

[Read More](#)

**Grants + Discounts for JLTASA Members will be announced in Term 1**

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**Have you read the National Languages Plan & Strategy? Lots of data on language learning!**



## ABOUT THIS PROJECT



### OVERVIEW

The former Australian Government Department of Education, Skills and Employment engaged the Australian Federation of Modern Language Teachers Associations (AFMLTA) to undertake this project with key stakeholders, nationally.



### PURPOSE & OBJECTIVE

The purpose of this project was to develop a National Languages Plan and Strategy for languages education in Australia. The objective was to support the Australian Government efforts to increase the uptake of language learning in schools.



### CONSULTATION

Teachers of languages and interested stakeholders were involved in online Focus Groups and a National Summit was also held with representatives from jurisdictions and national organisations.

# Where do you find...? Other Resources

資料（しりょう）と  
お知らせ

## JLTASA Kaurna Acknowledgement

### Tips to Increase your proficiency and confidence

- Join JAFA for events - the Japan Australia Friendship Association
- Attend J-Kai - 4th Wed of every month @ Metro Hotel, Grote St.
- Check out AJA of SA events and kaiwa
- Give yourself a goal and do the Japanese Language Proficiency Test
- Other language courses: Japan Foundation, PCE Adelaide, WEA
- Watch J-Drama /films/ music - on SBS/ Netflix/ Crunchyroll/ etc. Film Festival

Japanese Teaching Ideas Website - for PPTs, activities, work booklets, task ideas

Kids Web Japan - for stories, games, background information, exploration

Japan Foundation, Sydney - for resources, professional development, grants

Nihongodaisuki.com - for content, information

News Web Easy - for Japanese articles at Stage 1/2 reading level, or to support learning

Irasutoya.com, irasuton.com, fumira.jp - for images to use in PPTs, worksheets, etc.

'Japanese Teachers of Australia' Facebook Page; The Language Nerds; Twitter (search #mfltwitterati)

Meguro Language Centre - loads of vocab lists and short 1-slide grammar explanations/graphics

Highlighting Japan (monthly e-magazine by Japanese Govt)

Hiragana Times

Tsunagu Japan - like a Buzzfeed site all about Japan ('top 10 temples')

Tadoku Readers

Genki Japan (grammar) Puni Puni (grammar) Jisho.org (dictionary/ strokes)

### Songs (search via Youtube)

Te asobi hajimaruyo, Kira kira boshi, Oni no pantsu, Hiragana rap, Rajio taiso, Super Simple Japanese channel, Baby Bus channel

### DVDs/Videos

Studio Ghibli series, Little Travellers series, Treasury of Folktales by Yuri Yasada, 'Life Where I'm From' webseries

### Gamification

Quizlet

Blooket

Gimkit

Kahoot

Bookwidget

Edpuzzle

Wordwall

Classkick

Quizziz

Flipgrid

Education Perfect (paid only)

### Books and Other Resources

Intext Book Company

Language Teaching Aids

Asia Bookroom

Nihongo Shop Levelled Readers

Madden Education

Supplies for Sensei

Teachers Pay Teachers

### Japan-esque Locales

Himeji Gardens

Little Tokyo (Central Markets)

Uniqlo (Rundle Mall)

Daiso (Marion, Rundle Mall, Hollywood Plaza)

ShinTokyo (Rundle Mall)

minskipplusplus (North Adelaide)

## Annual Adelaide Events

### Kodomo no Hi Festival

First Sunday in May



### AnimeGO!

Late October



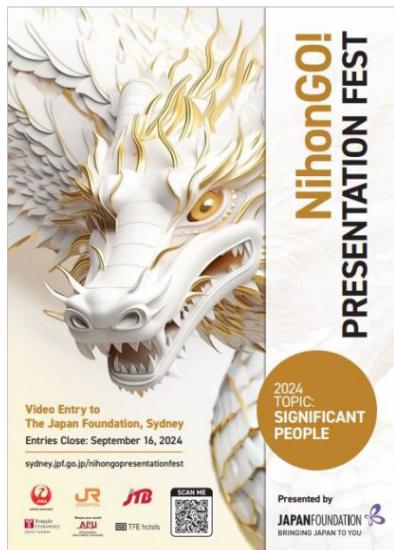
### OzAsia Festival

October-November



## Japan Foundation NihonGO! Presentation Fest

The Senior Speech Contest has been replaced by this event.  
[Please visit the JPF website for full details.](#)



## Art Gallery of South Australia

AGSA provides numerous ways to engage students in Japanese culture

- Browse the entire collection online
- AGSA-developed education resources including visible thinking-style questioning and other activities, for a range of age groups
- Publications for feature exhibits, eg ceramics
- Excursions (free)
- Cross-curricular ties

### Examples of Resources

**Themed Resources**  
Collection themes,  
Australian Awareness Days,  
Contemporary Art, Drawing,  
Design, Creative Writing,  
Mathematics, Music and  
Science

More →



## Monash Centre for Japanese Language Education

### Advocacy Videos from MCJLE 'Learn Japanese and a New World Opens'

*"The Monash Japanese Language Education Centre is committed to supporting Japanese language education at all levels in a variety of ways including Advocacy. Our latest endeavour to encourage students to take up and /or continue their Japanese language studies is the 'Learn Japanese and a new world opens' project. This project will showcase a number of easily accessible short videos of people who have used or are using Japanese language as part of their career, job, life or experiences. We aim to showcase a diverse group of people who have interacted with Japanese language in a range of ways."*

Mat Bowtell - Engineer and Prosthetic Limb Innovator



Kiri Falls - Newspaper Editor, Tokyo



# 2025 JLTASA Newsletter

2025年の学年へようこそ。このニュースレターはバイリンガルで読めて、英語の挨拶は後ろで読んで下さい。  
*Welcome to the 2025 school year! This newsletter can be read bilingually - please read the English welcome at the front.*



## INSIDE NEWSLETTER :

新しい委員会メンバー 一

今年のイベントカレンダー 二

2025年の年次会議 三

ハブグループや補助金 四

資料とお知らせ 五



## 会長の挨拶

あけおめ！毎年恒例の日本旅行から帰ってきたばかりですが、今、2024年のことをふりかえり、2025年のことを考えています。去年の「遊びましょう！」のコンファレンスは本当にすごかったです！残念なことは、毎年毎年コンファレンスが良くなるということは良いことです、次のコンファレンスを前年以上のコンファレンスにしなければというチャレンジも生まれます。

昨年、発表していただいた皆様、本当にありがとうございました。特に州外から来ていただいた方々には大変感謝しています。このコンファレンスでシェアされるエネルギーや情熱は特にすばらしいものですよね。ですが、今年は違うことをしてみたいと思っています。どうしてかというと、毎年、JLTASAや他州の教師会はイベントやコンファレンスを企画するのが難しくなっているようです。例えば、教師の病欠や遠足のためのTRTなどのコストの負担で、学校側が校外イベントの参加を抑制する傾向にあるようです。そしてまた、日本語の学生と教師の数の増加に伴い、ボランティアで運営している日本語教師会委員会の運営が難しくなってきています。最後に、2025年にAFMLTAの二日間の国際的なコンファレンスがアデレードで開催され、AFMLTAのコンファレンスに既にたくさん日本語のワークショップがあるので、JLTASAのコンファレンスを別に企画するのは不要と考えています。

ということで、今年は、小学校用の「ミニコン」を一回、高校用の「ミニコン」を一回、企画します。この「ミニコン」の日時はすでに発表済みですので、確認して予約の準備をしておいてください。このミニコンは無料ですが、JLTASAのメンバーのみ対象で、食事は各自持参です。ニュースレターを読まれたら、前年に比べていくつかのイベントがないことに気付かれるかもしれません。残念ながら、私達の小規模の委員会では、これ以上、数多くのイベントに対応できないのが現状です。ここで、2025年のテーマの発表です。今年のテーマは「一緒に愛」です。

昨年のNSJLEで他州の日本語教師会会長の会議があり、その会議で他州の会長方々から「日本語教師会は12人の委員たちだけで運営するのではなく、250人のメンバーにも運営に参加してもらう。」というアドバイスをいただきました。そこで、今年一年、南オーストラリア日本語教師会を皆様のできる範囲でサポートしていただけたらと思っています。三つのお願い事が右に記してあります。何とぞよろしくお願いします。

今年も大変よろしくお願いします。イベントやワークショップでお会いするのを楽しみにしています。

一緒になら、なんでもできますよ！

トム