



Meg.

Spanish Language Program

WHERE THE CLASSROOM AND THE WORLD COMBINE

Languages.
Culture.
Technology.



Languages have never been taught well in schools.

It's nobody's fault, since technology has only recently allowed us to mix together the ingredients for a truly effective language program. For students to be inspired by a language or culture, they need to experience the excitement that can only come from engaging with a native speaker. More importantly, this native speaker needs to be in the country that uses the language the students are trying to learn. Why? It's simple... context.

The inspiration for learning a language comes when students get to feel like they are on the ground in another country. Their curiosity grows from developing an understanding about what life is like in a different part of the world by connecting with someone who lives and breathes that language and culture every single day. For close to a decade, our committed team of educators have been reminded - almost daily - of the power of context in learning a language.

At *Meg*, we want to help your school introduce something truly special. Something that will extend all of your classrooms beyond their four walls and engage your students in a way that will impact the rest of their lives.



To making that happen,
Tom Shugg & Sam Dean
Co-founders of *Meg*

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Why learning a language is important



The importance of learning a language cannot be underestimated. Today's students are growing up in an increasingly globalised world where a second language is an immensely useful skill to provide them with, as it can bring them more opportunities throughout life. These opportunities can be commercial in nature by providing students with a competitive edge in their career choices.

The opportunities can also be related to other aspects of their life and learning. Learning a second language is proven to enhance listening skills and memory and promote an improvement in soft skills. Learning a second language is also proven to improve the knowledge of one's own native language as well as foster positive attitudes towards other people and cultures.

Finally, learning a language is fun and instills confidence in students as they embark on a journey to find their place within the world.



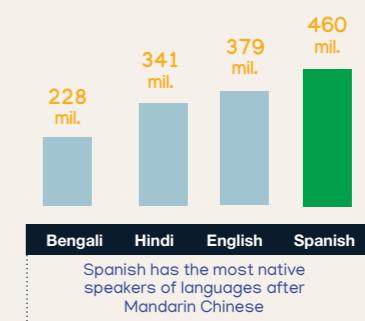
“Second-language learning increased cognitive power, divergent thinking and creativity, enhanced literacy ability in the first language and communicative abilities.”

- Dr Robyn Moloney
Senior Lecturer at Macquarie University

Why learning Spanish is important

Spanish is the second most widely spoken language in the world. More than 20 countries use Spanish as their official language and these countries are represented broadly across South, Central and North America as well as Africa and Europe. Many Spanish speaking countries are fast developing into larger players on the world stage and the opportunity this presents for Australia and in particular young Australians is significant.

Spanish is a beautiful language with many parallels to English and the scope of historical and cultural points of interest provides learners, whatever their interests, with so many different avenues to explore on their language learning journey.



Source: Visual Capitalist



Program overview

Our ability to solve problems around language provision has allowed us to grow to a point where we teach tens of thousands of students every week.

With the *Meg* language program, your students get to regularly talk to a native speaker on the ground in Latin America, which is the next closest thing to being there. When students are shown outside and can see the unique buildings, beautiful weather and density of living, their curiosity and motivation to learn naturally increases.

All concerns about language teacher shortages can be eliminated with our program as we solve the headaches that Principals are faced with when trying to find and retain language teachers. *Meg* presents a truly sustainable language program that can merge with a school's long term strategic vision.

One of the most successful elements of our program is that we involve a school's generalist classroom teachers in the learning journey. All classroom teachers receive extensive Professional Learning and can participate in the learning along with the students. In time, they will also have the opportunity to travel to Latin America to further their knowledge of Spanish language and Latin America culture. By schools having their staff learning Spanish too, it allows the language to be embedded within the school in a way that simply isn't possible under a more traditional language program framework.



All staff and students have access to our Digital Learning Platform which outlines the learning objectives for each lesson and provides pre-recorded video materials, game-based revision activities, flashcards and expansion tasks. These activities can be participated in as a whole class or in a self-paced format. Our Digital Learning Platform and Curriculum is scoped and sequenced to take students on a consistent learning pathway from one year to the next. All of our curriculum related content has been developed by our team and ensures our program meets the highest state specific curriculum standards, including IB curriculum. Summative and formative assessment is also completed and reported on twice yearly.

Participating in a *Meg* Language program also provides schools with access to our Going Global Initiative which provides all of our schools with a framework to ensure that processes are put in place to internationalise the school and develop global citizens.

A *Meg* language program is a great starting point for a school but our services extend to Meg360, Gem and when schools are ready, trips to Latin America for both staff and students!



Follow-on work

What is ‘Student Follow-on work’?

Meg provides a wide range of resources for each lesson to support the reinforcement of language learning outside the live instruction. Students are encouraged to complete 30-45 minutes of follow-on activities found on Canvas each week. These activities can be teacher-led or self-paced.

The resources we provide are:

- Pre-recorded videos that cover content of live lessons
- Flashcards
- Pronunciation videos
- Quizlet decks – which include digital study cards, drill activities, games, and informal tests
- Culture Lesson plans (teacher-led)
- Culture Tasks (student-centred - self-paced and engages the students' family and home life in the learning process) and curated culture videos
- Inquiry-based learning project resources

Teachers and students have access to all the materials on our digital learning platform (Canvas LMS). We will provide the login credentials at the start of the school year.



For students

Students simply log into Canvas where they will have access to all of our interactive content. This is a great option for schools with 1-to-1 devices in the classroom or computer labs. Students can also access these resources on their home devices which allows for self-study and homework allocation.



For teachers

Lesson plans are interactive, with dynamic links embedded within the page itself, enabling easy access to everything teachers need to facilitate the follow-on session.



Assessment options

Assessment is a vital component of our Spanish language program. We would never expect that a school's classroom teachers who are new to learning Spanish could adequately assess the students, so we provide all the necessary support to conduct assessment effectively.

Formative assessment is conducted by the Spanish teacher throughout the module and summative assessments at the end of a module take the form of oral/aural tests with the Spanish teacher, online multiple choice tests facilitated by the classroom teacher and provided by us, as well as classroom teacher facilitated assessment tasks provided by us.

All assessments results can then be collated for student reports twice yearly on a five point scaling system.

1. Oral Assessment conducted by Meg Spanish Teacher:

- The language teacher conducts 90-second oral tests (one-on-one) with each respective student that tests their language proficiency, fluency and pronunciation
- This assesses students against the language Learning Goals for the module
- Assessments are scheduled during normal language lesson time, usually take two weeks, and students are graded on a 5-point scaling system, which is provided to the classroom teacher for reports. These assessments need to be planned in advance

2. Online Multiple-Choice Language Tests facilitated by Classroom Teacher:

- Online multiple-choice tests for both Listening and Reading require students to watch a series of videos or read sentences presented in Spanish and then answer questions
- The classroom teacher administers the test through Canvas. Students can access the tests using their individual logins

3. Assessment Tasks of Culture facilitated by Classroom Teachers:

- General Capability and the Assessment Tasks are all available in Canvas through Inquiry-based learning assessments
- The classroom teacher can assess each student on their respective Learning Goals
- All materials, rubrics and curated resources are provided for classroom teachers

Student Progress

Monitoring student assessment data helps Meg improve our program. It gives us an indicator of whether students are making adequate improvement each year, allowing us to provide support where it is needed most.

The findings below illustrate the level of achievement for Meg students for an oral communication assessment. For this analysis, we randomly sampled a group of middle school students who participated in the Meg program from 2019-2020, completing up to 3 sessions of Spanish lessons per week.

The analysis reports the student results across 5 domains. This analysis was conducted in order to ascertain general level of achievement for students within their first year of the Spanish program.

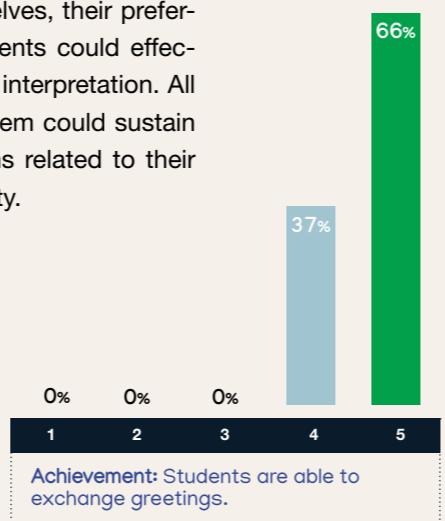
Breakdown of all achievements are shown by point and rubric.

Key findings

Domain 1: Sustaining short conversations

86% of students could describe and give information about themselves, their preferences, environment, experiences, and interests while 80% of students could effectively translate everyday expressions and use context to assist with interpretation. All students were able to sustain a short conversation while 66% of them could sustain it confidently. Students could understand and respond to questions related to their personal information: name, age, email, phone number and nationality.

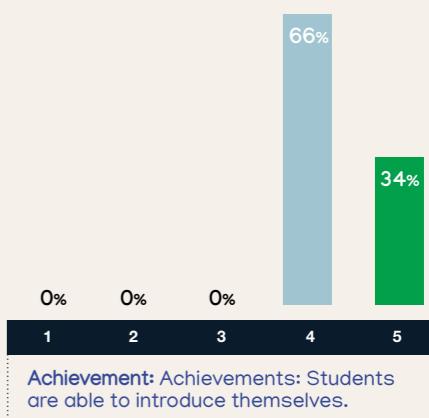
5 = Students use greetings and good-byes confidently to start and finish an interaction. Selects between formal and informal with ease.
4 = Students use greetings and good-byes to start and finish an interaction. He/she requires some time to think before selecting a formal or informal greeting.
3 = Students struggle to understand greetings and good-byes, take some time to understand and are not aware of formal/informal forms.
2 = Students are able to either initiate or finish a conversation, but not both of them.
1 = Students do not respond to greetings or good-byes, either formal or informal.



Domain 2: Introducing themselves

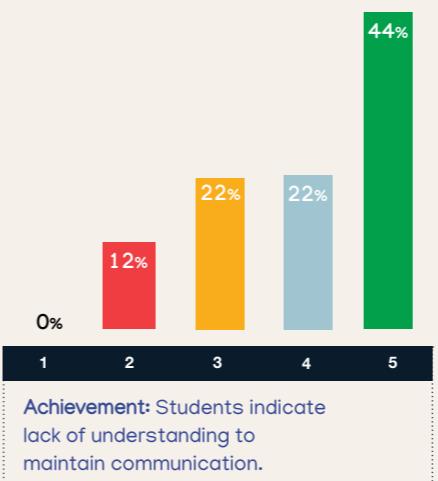
All students were able to introduce themselves and ask for someone else's name and surname.

5 = Students are able to introduce him/herself with confidence and ask for someone else's name and surname.
4 = Students are able to introduce him/herself with ease, but takes some time to formulate the questions to ask for someone else's name and surname.
3 = Students are able to introduce him/herself with ease, are able to ask for someone else's name, but struggles to ask for their surname.
2 = Students struggle to introduce him/herself and to ask for someone else's name and surname.
1 = Students are not able to introduce him/herself.

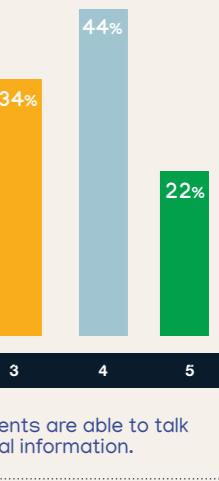


Domain 3: Seeking clarification and articulating their lack of understanding in order to maintain communication.

88% of students could articulate their lack of understanding and ask for repetition when the Spanish teacher talks rapidly in Spanish (No entiendo, ¿puedes repetir, por favor?). Additionally, these students use "¿Cómo se dice/escribe?" when the teacher is either talking about a class object or introducing him/herself.



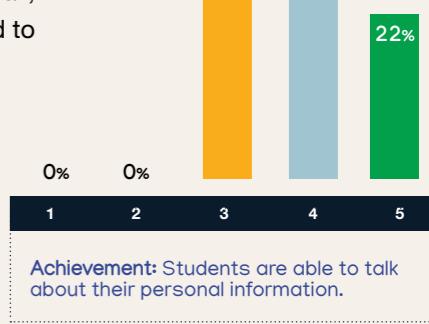
5 = Student shows a lack of understanding and asks for repetition. He/she is able to answer how to write and how to say a word/objects/names.
4 = Student shows a lack of understanding and asks for repetition. Students take some time to answer "how do you write/say?" questions, but answers appropriately.
3 = Student shows a lack of understanding and asks for repetition. Students struggle to answer "how do you write/say?" questions, and might answer incorrectly.
2 = Students are either able to show a lack of understanding and ask for repetition or answers to "how do you write/say?" questions, but not both.
1 = Students do not express lack of understanding nor ask for repetition. Students are unable to answer "how do you write/say?" questions.



Domain 4: Giving personal information and sustaining conversation.

All students were able to understand questions related to their name, age, email, phone number, and nationality while 66% of them were able to effectively respond to these questions.

5 = Students are able to understand and respond confidently to questions related to their personal information.
4 = Students demonstrate understanding of the questions, but takes some time to answer appropriately.
3 = Students demonstrate understanding of the questions, but struggles to respond to them.
2 = Students understand the questions with difficulty and answers to them in English.
1 = Students do not show understanding of the questions and are unable to respond to them.



Benefits of Meg delivery over traditional language program

		Traditional Language Program	Meg Language Program	Comments
Curriculum	Aligns with Australian and State specific curriculum standards	✓	✓ ✓	
	Consistent quality across all schools	✗	✓ ✓	Meg Curriculum is written centrally so a quality curriculum is guaranteed across all schools
Assessment and Reporting	Assessment completed and reported in line with State Standards	✓ ✓	✓ ✓	
	Pedagogy in line with Australian Professional Standards for Teaching	✓ ✓	✓ ✓	Meg language teachers appraised against the Australian Professional Teaching Standards
Teaching	Observed by a Teacher Trainer weekly	✗	✓ ✓	
	Ongoing Professional Learning of language teacher	✓	✓ ✓	Meg teachers receive over 100 PD hours a year: 2 days of training each school holidays and weekly training based off lesson observations
Equity	Guaranteed access to high quality language learning for all students, regardless of remoteness	✗	✓ ✓	Any school with an internet connection can access a language program, which is all schools
Scalable	Easily scale to teach languages to every student within a school or a whole network of schools	✗	✓ ✓	
Resources	High quality resources to support lesson delivery	✓	✓ ✓	Meg has a resource development team that produces more resources than an individual language teacher could ever hope to produce at their school
Cross Curriculum Links	Language is integrated with rest of the school day	?	✓ ✓	Classroom teachers co-deliver the Meg model so easily integrate language and culture throughout their day
	Classroom teachers upskilled to support delivery of effective language and culture acquisition	?	✓ ✓	Classroom teachers participate in all Meg lessons and receive professional learning opportunities throughout the year
Technology	Students are taking a blended learning approach to language acquisition	?	✓ ✓	
Feeder Schools	Guaranteed ability for secondary school and feeder primary schools to deliver the same language	?	✓ ✓	Meg is not dependent on local supply of language teachers
Authenticity	Guaranteed connection with native language teacher	?	✓ ✓	
Sustainability	Language delivery is not interrupted by language teacher leaving town or going on parental leave	✗	✓ ✓	Meg is not dependent on local supply of language teachers
Why	Students have a 'why' for learning a language	✗	✓ ✓	Connecting with language teachers in their local country generates a strong 'why' for students

Timeline: Mernda Primary's journey with a Meg Language Program

Mernda Primary School is one of our longest running partner schools. Over the years they've been able to incorporate the Meg Mandarin Program into so many different aspects of school life. Take a look at our journey together.



2013

Grades 5 and 6 pilot the Meg Mandarin Language Program.



Grades 5 and 6 rollout the Meg Mandarin Language Program in 6 classrooms.



2015



Grades 5 and 6 pilot the Meg Mandarin Language Program.



Prep and Grade 1 rollout of School Language Program in 22 classrooms.

2016



Full school rollout of School Language Program in 41 classrooms.



13 classroom teachers visited China and their sister school in Tianjin self-funded through Meg Tours.



School conducts their second Chinese Cultural Celebration week that includes cooking, dance, traditional folktales, Kung Fu and art activities for all students.

2019

School Language Program in 43 classrooms and second Trip to China with Principal.



2024

Planned Trip to China for Students in Grades 5 and 6.

Testimonials

“Very well organised and really easy for my teachers in charge to run the program. The instructions and support that comes with the program is really easy to follow. The experience of the language is coming through the screen, and the support of the company around that is really beneficial. This really gives our students really good consistency with the one language.”

- Ros Oates, Principal at Our Lady of the River School - Berri, South Australia

“The support from Meg has been fantastic and you have really been invaluable during the COVID-19 crisis, with complimentary Professional Learning sessions for teachers about remote learning were very welcomed.”

- Elizabeth Ovens, Principal at St Aloysius Primary School - Cronulla, New South Wales

“The decision to partner with Meg was one that we have not looked back on. Being a regional school, it is difficult to be able to always access qualified and contemporary language educators, but Meg has ensured that our College has an exciting, inquiry focussed language program in action. As an IB candidate school it is essential that we can collaboratively work with our language educators, the Meg team have been amazing! We work together to plan units, complete assessment and provide feedback to students. The communication is always very timely and pedagogy is the focus. Relationships are valued and our students are inspired.”

- Eloise Beveridge, Principal at Trinity Lutheran College, Mildura, Victoria

“Where Meg has been really beneficial for us, is that it’s always continual. We don’t have to find teachers or put a whole lot of money to resources for one language and employ someone who may leave the area. It just flows on, and that is really valuable for me.”

- Debbie George, Principal at Yea Primary School - Yea, Victoria

“The teachers come up with really **interesting games and activities**. Because they’re doing it through interaction and play, that’s what learning is about.”

- Stephanie Hamer, Class Teacher at St Brendans Catholic Primary School - Lakes Entrance, Victoria

“These opportunities that we give students only **helps them make better choices** and know other cultures as they grow and learn through the grade levels.”

- Superintendent Dr. Martinrex Kedziora, Moreno Valley - California, USA

I’m very happy with amount of activity in Spanish lessons, very interactive and makes it fun for the students and keeps them happy as they are giving up their own time to take these lessons.”

- Kerrie O’Brien, Class Teacher at St Michael’s Catholic Primary School - Daceyville, New South Wales

Case studies

Supporting IB Accreditation

Provision of two language options: IB PYP school accreditation requires learning two languages and developing intercultural understanding. Adopting a holistic learning approach, *Meg* provides opportunities to foster students' natural curiosity, reflection, and creativity. We offer Mandarin and Spanish language with a native teacher live from China or Latin America.

IB-PYP and state-specific curriculum alignment: Transdisciplinary themes and unit of inquiries are interwoven into our language curriculum, which is underpinned by the IB-PYP and your state-specific curriculum.

Collaborative planning: Twice a year, the *Meg* program team engage in collaborative unit planning with our partner schools' teachers and leadership team to enhance our efforts with guided inquiry and provide support for development of the learner profiles.

[Mildura West Primary School](#) (MWPS) is an International Baccalaureate (IB) Preparatory to Year 6 public school with over 400 students, situated 500km north-west of Melbourne.

As part of their IB requirement MWPS decided to add Mandarin as a second language other than English to their curriculum 6 years ago. By working in collaboration with staff at MWPS we have been able to deliver and achieve a core philosophy of IB World Schools – a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programs of international education that share a powerful vision.

[Trinity Lutheran College](#) is situated 500km north west of Melbourne and is a private Christian Preparatory to Year 10 school. With the assistance of *Meg*, Trinity became an International Baccalaureate (IB) World School in 2021. We provide Mandarin lessons in synergy with alternative language programs across the Primary Years Program. This complements the other languages and provides alternative options for students, while delivering access to an Asian language.

Trinity classroom teachers work alongside our Mandarin teachers, to provide a curriculum and assessment that is based on the Australian Curriculum for Mandarin. Trinity prides itself on having a supportive community for students to "encourage innovation and inquiry to help create a sense of belonging and purpose of all students." Weekly lessons and communication with our native speaking Mandarin teachers helps to foster and encourage these traits and positive relationships.

Meg's teaching pedagogy is informed by research-based best practice, and our teachers are required to attend continual professional development. By personalising and connecting culture learning points relevant to each schools' unit of inquiry, our teachers develop language through authentic, meaningful, and enjoyable lessons. This highly contextualised engagement enables students to make sense of the language and culture they are learning, and how this relates to the world around them.



Establishing a Sustainable Language Program

Ensuring a language program that is sustainable is an essential consideration for schools. Too many schools have lost their language teacher and been unable to replace them, or they simply couldn't find a language teacher to start with due to teacher shortages. For small, regional schools who rarely have the resources to hire a specialist teacher, *Meg* ensures equitable access to languages. *Meg* is a sustainable option which guarantees students, parents and educators effective and engaging language lessons year after year, allowing students to experience continuity in their language learning.

[Yea Primary School](#) is a single stream Preparatory to Year 6 school of 118 students and 20 staff, situated in a small rural town 100km north-east of Melbourne. After struggling to find and maintain a language teacher for several years, they were the very first school to join us in 2013. Since then, the teachers at Yea Primary have experienced first-hand what the learning outcomes of our program can be without a break in language and culture delivery, even during the Covid-19 pandemic.

Communicating Vision to Staff and School Community

The key to ensuring a successful buy-in for schools is to make sure all relevant parties understand the vision and the steps that will be taken to implement the *Meg* language and culture program to their classrooms. It is essential to consider the best way to communicate and consult with the different parties: students, educators, parents and community. Prior to commencement, *Meg* provides a detailed roadmap and makes sure everyone has a clear image on the larger aims of the program and how they will be achieved.

[St Mary's Catholic Primary School](#) is a private school and part of the Sydney Catholic Schools network which educates more than 63,000 students across 152 schools.

To engage the school and community in this new way of learning, *Meg* provided demonstration language lessons to the school's leadership team as well as to the parent community. *Meg* also, as it does with all its schools, provided professional learning sessions at the start of the year and will do so in the middle of the year to all classroom teachers so they can get the most out of the program and feel supported.



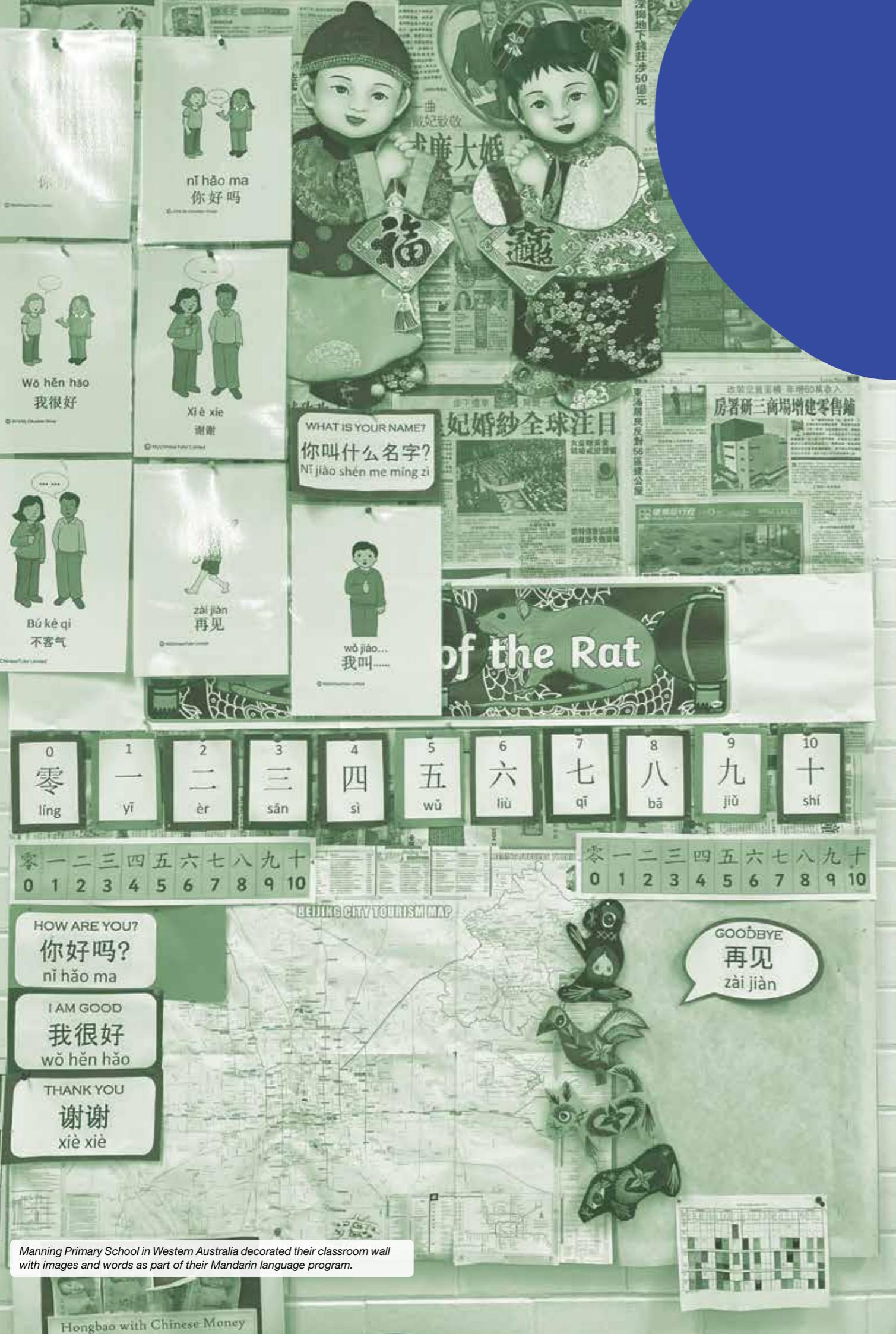
GOING GLOBAL

All schools that participate in a Meg language program have access to our Going Global resources. The Going Global Initiative is a comprehensive framework that supports schools to internationalise or ‘Go Global’. Reflecting the needs to internationalise and develop global citizens, the Going Global Initiative provides a comprehensive package of materials for face-to-face and online professional learning and a roadmap to support schools to undertake the process of internationalising.

Meg will support school leaders and classroom teachers across a range of key areas such as:

- Building community support and understanding of language/culture program
- Showcasing student learning through culture days, assemblies, displays, digitally etc
- Embedding the language program in school culture
- Building staff capacity to further support the language program and
- Developing a cross curriculum approach to align with language program

The Going Global Initiative is about providing all of our schools with a practical roadmap to achieve success in terms of internationalising a school and providing students with the opportunity to develop their global competencies.



Manning Primary School in Western Australia decorated their classroom wall with images and words as part of their Mandarin language program.



Principal & Leadership Support

Meg manages all of the headaches that Principals encounter when looking to instill a long term language program in their school. We provide the live lesson delivery from our Latin America based team, we provide a next practice curriculum supported through our digital learning platform and we support all classroom teachers that will be involved with our language program.

We also provide complete scheduling flexibility for when schools want to have their weekly lessons. This has resulted in a large network of Principals whose working life has been that little bit easier by having enjoyed the long term benefits of working with Meg. We understand that school's can be chaotic environments so we pride ourselves on being great to work with and a motivated team of problem solvers.

“Where Meg has been really beneficial for us, is that it’s always continual. We don’t have to find teachers or put a whole lot of money to resources for one language and employ someone who may leave the area. It just flows on, and that is really valuable for me.”

– Debbie George, Principal at Yea Primary School

Classroom Teacher support

The success of our program is closely linked to the engagement of classroom teachers in the program. As such, we invest heavily into your staff to make their lives easy as well as keeping them motivated to get the most out of the program.

Classroom teachers learning with the students

- One of the most celebrated aspects of our co-teaching model is that your staff will also get the opportunity to learn the language with the students, a fantastic professional development experience
- This embeds the language within your school in a way that isn't possible with a traditional language program

Personal learning sessions

- All staff participate in twice year PL sessions to support them in running the program effectively
- We run additional PL sessions for staff that are particularly passionate about developing their language skills
- We provide PLs relating to an in depth understanding of the Spanish language, pronunciation and how to utilise the provided resources even more powerfully across not only their class, but the curriculum in general
- We provide assessment webinars to schools so they can effectively assess and report on the Spanish language program
- We provide full access to our Going Global self paced professional learning online courses that cover developing global citizens in the classroom as well as embedding language and culture into your classroom

Dedicated support person from Meg

- Every classroom teacher has a dedicated support person based in Australia that is contactable throughout the school day and whose primary role is to support your classroom teachers with whatever they need



Beyond the language program

Meg360

To allow students to engage even more closely with the local environment in Latin America, Meg has developed Meg360. We take your students on an interactive 360-degree trip to Colombia without ever leaving your classroom. Students are able to individually access the 360-degree video tours online using their devices, as well as take part in 'Amazing Race' type of activities as a group.

Gem

Gem is an AI-powered chatbot that will converse with students in English, Pinyin and Characters over chat. We see this as a tremendous opportunity for students to build their reading and digital writing skills as part of their language learning. Gem will be set up to help translate or clarify meaning of pinyin or characters as well as be able to conduct conversations that align to the dialogues learnt during normal classes. Student follow on tasks will include conversation challenges with Gem. Gem's capabilities will grow with time, but our main focus will be to challenge students and give them an environment to immerse themselves in their language of study. We hope to release Gem 2.0 in 2022 which will come with speech to text capability, so students can work on their Spanish as well. In 2023 we hope to create Gem 3.0 that will link interactions with Gem to assessment and learning outcomes.

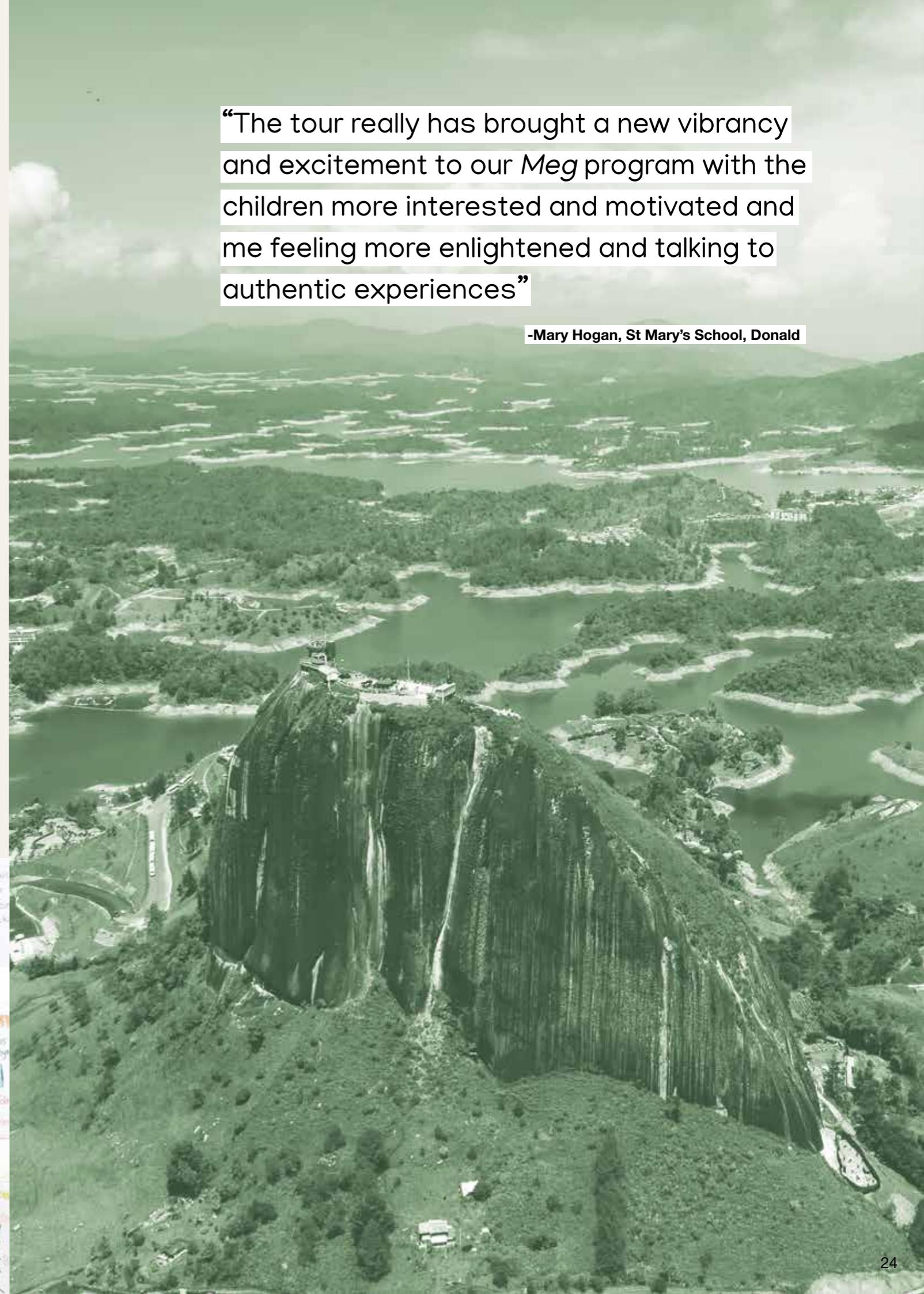
Meg Tours

When schools are ready to really connect with Latin America, we provide an opportunity for staff and students to do so with our language and culture tours. With our large network across Colombia, we put together customised trips that are designed for both students and all variety of educators. Through a combination of creativity, local knowledge and experience we take people on a trip of a lifetime.



"The tour really has brought a new vibrancy and excitement to our Meg program with the children more interested and motivated and me feeling more enlightened and talking to authentic experiences"

-Mary Hogan, St Mary's School, Donald



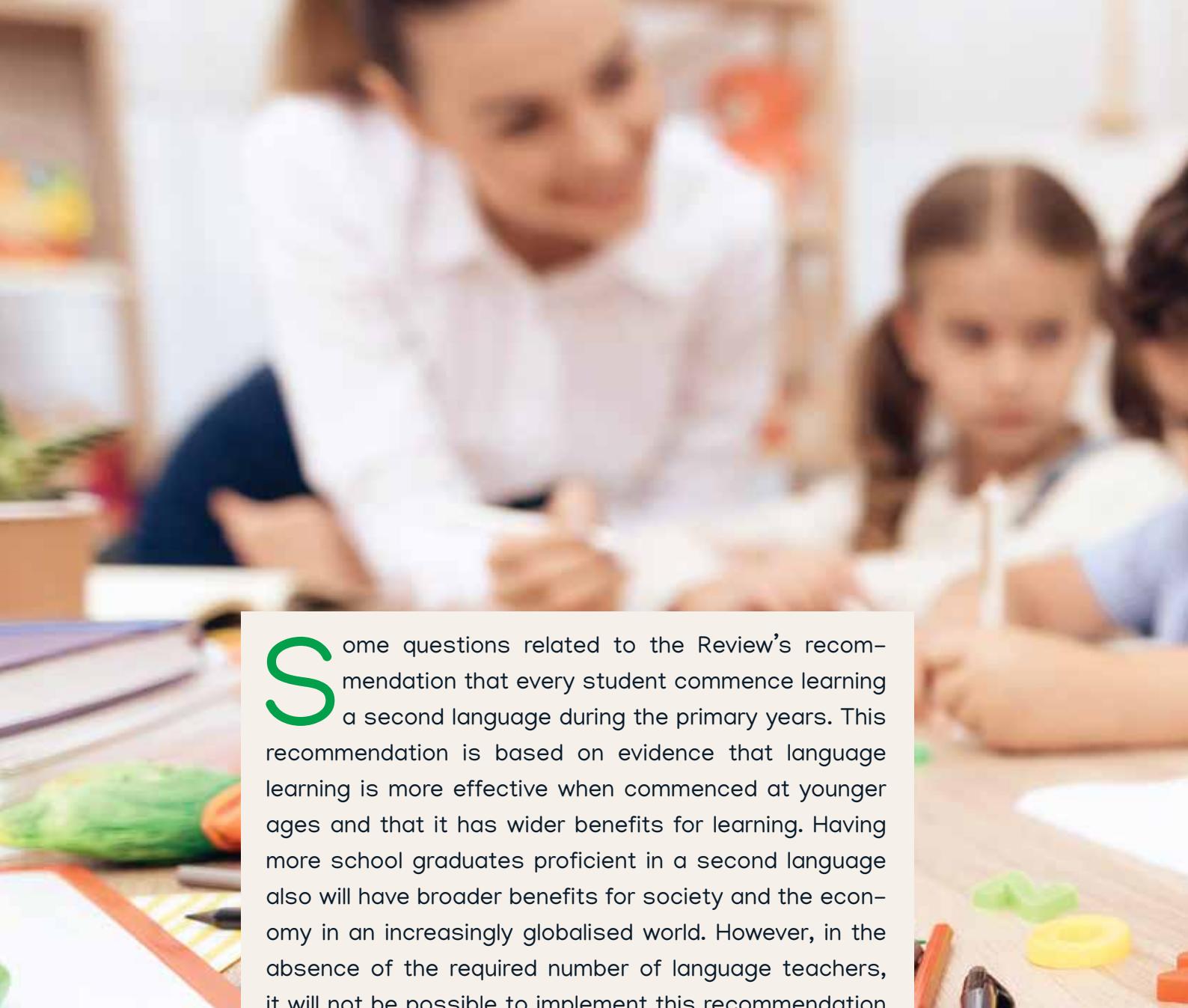


Here at Meg, we believe technology makes it easy to inspire the next generation of global citizens.

We believe that learning a language can open doors that may otherwise remain shut. Learning should not be limited to the four walls of the classroom, and it doesn't have to be.



To connect your classrooms to the wider world, please get in touch.
Naomi Hawking
National Business Development Manager
0424 182 807 | naomi@meglanguages.com



Some questions related to the Review's recommendation that every student commence learning a second language during the primary years. This recommendation is based on evidence that language learning is more effective when commenced at younger ages and that it has wider benefits for learning. Having more school graduates proficient in a second language also will have broader benefits for society and the economy in an increasingly globalised world. However, in the absence of the required number of language teachers, it will not be possible to implement this recommendation without extensive use of technology of the kind already used in a number of countries to enable language teaching and learning in every classroom.

– Professor Geoff Masters AO
Quote from NSW Curriculum Review 2020