

2026 LTQ CONFERENCE



Stronger Together

2026

CONFERENCE PROGRAM





Conference Program Day 1 Saturday 27 June 2026



8:30 – 9:00	Registration, Welcome tea and coffee <i>Michie Building #9 foyer</i>				
9:00 – 9:25	Acknowledgement of Country Conference Opening – Lester Ford (LTQ Immediate Past-President) <i>Goddard Building #8 Room 139</i>				
9:25 – 9:30	Sponsors Session				
9:30 – 10:30	1 Keynote Session 1: Language is the major driver of cognition! <i>Nathan Wallis (Conscious Intelligence)</i> <i>Goddard Building #8 Room 139</i>				
10:30 -11:00	Morning Tea <i>Michie Building #9 foyer</i>				
ROOMS	<i>Goddard Building #8 Room 139</i>	<i>Michie Building #9 Room 210</i>	<i>Michie Building #9 Room 211</i>	<i>Michie Building #9 Room 216</i>	<i>Michie Building #9 Room 217</i>
11:00 – 11:50	2 2A What’s new in Japan (aimed at Senior Secondary teachers) <i>Yoko Matsuoka (Japan Foundation)</i>	2B Teaching That Sticks: Using High Impact Teaching Strategies to Boost Engagement <i>Claire Klich (Narangba Valley State School & State High School)</i>	2C Boosting confidence in speaking: Engaging activities <i>Sarah Pavy (The Happy Teacher)</i>	2D Serious fun: brains & games in the Languages Classroom <i>Danielle Horne (School of Isolated and Distance Education)</i> <i>Presented via Zoom</i>	2E The Productivity Illusion: Devices, AI and the Cost of Convenience <i>Alison Dean (ADECS Educational Consultant Services)</i> <i>Presented via Zoom</i>
11:50 – 12:05	15 minute interval (room change)				
12 :05 – 12 :10	Sponsors Session				
12 :10 – 12 :50	3 Plenary Session: From Crisis to connection: humanising language pedagogy through optimal input and mindfulness <i>Matthew Absalom (School of Languages and Linguistics, The University of Melbourne)</i> <i>Goddard Building #8 Room 139</i>				
12:50 – 13:30	Lunch <i>Michie Building #9 foyer</i>				

ROOMS		Goddard Building #8 Room 139	Michie Building #9 Room 210	Michie Building #9 Room 211	Michie Building #9 Room 216	Michie Building #9 Room 217
13 :30 – 14 :20	4	4A Building a language learning culture Lyn Cohn (Yandina State School)	4B DOUBLE SESSION Beyond the Classroom: Cultural Events that Transform Language Learning Mara Ballarini & Michela Torelli (Cairns State High School)	4C DOUBLE SESSION Click, Create, Communicate: Using Canva to Transform Language Teaching Amanda Miller (Faith Christian School of Distance Education)	4D DOUBLE SESSION Teaching and assessing the Individual Oral Tristane Robert (Qld Academy for Science, Maths & Technology)	4E Enhancing Self-Regulated Learning with AI-Supported Feedback Cycles Catherine de Vos (Brigidine College)
14 :20 – 14 :35	15 minute interval (room change)					
14 :35 – 15 :25	5	5A Using Classroom Screen to shape your Language sessions Lyn Cohn (Yandina State School)	DOUBLE SESSION Cont. Beyond the Classroom: Cultural Events that Transform Language Learning Mara Ballarini & Michela Torelli (Cairns State High School)	DOUBLE SESSION Cont. Click, Create, Communicate: Using Canva to Transform Language Teaching Amanda Miller (Faith Christian School of Distance Education)	DOUBLE SESSION Cont. Teaching and assessing the Individual Oral Tristane Robert (Qld Academy for Science, Maths & Technology)	5E Engaging and supporting students with text-based teaching Luke Beck (University of the Sunshine Coast)
15:25 – 15:40	15 minute interval (room change)					
15 :40 – 16 :20	6	6A Networking Breakout Session – Japanese & Chinese Facilitated by TBC	6B Networking Breakout Session – Italian & Indonesian Facilitated by Lucy Fedrizzi & Itin Hadijah	6C Networking Breakout Session – Spanish Facilitated by Lester Ford	6D Networking Breakout Session – French Facilitated by Tristane Robert	6E Networking Breakout Session – German Facilitated by TBC
16 :20 – 16 :30	10 minute interval (room change)					
16 :30 – 16 :45	Day 1 Conference Wrap-up & Close Goddard Building #8 Room 139					
18 :00 – 21 :00	Conference Dinner Alchemy Restaurant & Bar (175 Eagle St, Brisbane) Guest Speaker: Sarah Pavy (<i>The Happy Teacher</i>) \$60 Two course alternate drop menu with a welcome beverage. Cash bar operational thereafter.					

2026 LTQ Biennial State Conference

'Stronger Together'

27 & 28 June 2026



Conference Program Day 2 Sunday 28 June 2026



8:30 – 9:00 Registration, Welcome tea & coffee *Michie Building #9 foyer*

9:00 – 9:10 Welcome to Day Two
Room: Goddard Building #8 Room 139

9:10 – 9:15 Sponsors Session

9:15 – 10:15 7 **Keynote Session 2:** When a Student Struggles to Learn a Language: Disorder or Difference?
Dr Shaun Ziegenfusz (Co-CEO/Co-Founder of The DLD Project)

Goddard Building #8 Room 139

10 :15 – 10 :45 Morning Tea *Michie Building #9 foyer*

ROOMS	Goddard Building #8 Room 139	Michie Building #9 Room 210	Michie Building #9 Room 211	Michie Building #9 Room 216	Michie Building #9 Room 217
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10 :45 – 11 :35	8	<p>8A Kawaii, Culture and Communication: Building Complex Language within Prep students through “Watashi no Masukotto” Amanda Miller & Melissa Kurosawa <i>(Faith Christian School of Distance Education & St William's Catholic Primary School)</i></p>	<p>8B Embedding the 8 Ways Indigenous Pedagogy in Language Learning Jill Spicer <i>(Forest Lake State School, Darra State School)</i></p>	<p>8C Student Work Real Audience Lucy Fedrizzi & Itin Hadijah <i>(Cairns School of Distance Education)</i></p>	<p>8D What can I do with a language? Dr Barbara E. Hanna <i>(School of Languages and Cultures, University of Queensland)</i></p>	<p>8E Sponsor Session Language in Action: Global School Tours that Inspire, Engage & Transform Keiran Greenhow <i>(G.E.T. Educational Tours)</i></p>
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11:35 – 11:50 15 minute interval (room change and Zoom link change)

11 :50 – 12 :40	9	<p>9A The significance of Sakura (cherry blossoms) (Aimed at primary teachers) Himiko Negishi-Wood <i>(Japan Foundation)</i></p>	<p>9B Making AC v9 Work: Practical 4C Marking Guide and TLAP design Claire Klich <i>(Narangba Valley SS & SHS)</i></p>	<p>9C Groovy Grammar Sophie Artley <i>(The Southport School)</i></p>	<p>9D Languages, Identity, and Choice: What matters to today's young learners? Orie Green <i>(University of Queensland)</i></p>	<p>9E Sponsor Session From Classroom to Connection - Reigniting Language Learning Through Student Exchange Sandeep Argawal <i>(Students of the World)</i></p>
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12 :40 – 13 :20 Lunch *Michie Building #9 foyer*

ROOMS	Goddard Building #8 Room 139	Michie Building #9 Room 210	Michie Building #9 Room 211	Michie Building #9 Room 216	Michie Building #9 Room 217	
13 :20 – 14 :10	10	10A Certificates in Applied Language: Learning for Real Life Sarah Pavy (<i>The Happy Teacher</i>)	10B Repeat, Respond, Remember: Building Fluency Together with AIM Catherine de Vos & Jenny Matheson (<i>Brigidine College</i>)	10C Pretesting: A Surprisingly Effective, Yet Largely Unknown, Language Learning Strategy Tabitha Chua & Steven C. Pan (<i>National University of Singapore</i>) <i>Presented via Zoom</i>	10D Motivation, Connection, and Joy: The Foundations of Retention in Secondary Language Education Marisol Garcia (<i>St Peter's College (Adelaide)</i>) <i>Presented via Zoom</i>	10E Sponsor Session From Practice to Proficiency: Using AI and Immersive Technology to Accelerate Real- World Language Fluency Scott Cardwell (<i>ImmerseMe</i>) <i>Presented via Zoom</i>

14:10 – 14:20 10 minute interval (room change) – please return to Goddard Building #8 Room 139

14 :20 – 14 :25 Sponsors Session

14 :25 – 15 :05 11 Plenary Session 2: Practical Mindfulness

Venerable Tsultrim (*Carla Pearse*)
Goddard Building #8 Room 139

15:05 – 15:30 Conference Wrap-up & Close

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Academic Program Detail - Day One

Academic Program Details include an abstract of the session and biographical details on presenter/s. Academic Program Details are organised by day and time, in chronological order.

Day 1 Saturday 27 June 2026

Session 1 Keynote Address 1

Language is the major driver of cognition!

Nathan Wallis (Conscious Intelligence)

Language is the major driver of cognition. This is the academic way of summarizing the fact that of all the data that the human brain gathers, language is the most important to the brain and this is before we have even got to a second language which has another whole plethora of benefits. The human brain is made for interaction; it is this interaction and language which is the basis and driver of our intelligence. Nathan will explain exactly how language drives brain development and then will explore with participants the benefits of bilingualism.

Nathan Wallis is a regular on New Zealand media as the host of several documentaries and host of his own tv show called kids don't come with a manual. Nathan's background is in teaching, child therapy, lecturing in human development at Canterbury University and a senior trainer and board member for the New Zealand national body responsible for the dissemination of neuroscientific research to professionals.

[Return to Day One Program Link](#)

Parallel 2 Sessions

Parallel 2A

What's new in Japan?

Yoko Matsuoka (Japan Foundation)

Join this engaging session where a language consultant from the Japan Foundation, Sydney will provide new and interesting current information on Japan. If you are looking for ideas to make your class culturally relevant and thought-provoking, you don't want to miss this session!

This session is targeted towards senior teachers, and it will be delivered in easy to understand Japanese.

Yoko Matsuoka recently started working as a Senior Language Consultant at the Japan Foundation, Sydney in April 2026. She is originally from Yokohama. Until March 2026, for the last 24 years she worked at the Centre for International Education at Iwate University, where she taught Japanese to international students and ran a Japanese language teacher training program for undergraduates.

[Return to Parallel Session Two Link](#)

Parallel 2B

Teaching That Sticks: Using High Impact Teaching Strategies to Boost Engagement

Claire Klich (Narangba Valley State School & Narangba Valley State High School)

Student engagement in language learning can be challenging—but the right strategies make a measurable difference. This session explores how to intentionally embed High Impact Teaching Strategies (HITS) to increase participation, retention and confidence in language classrooms. Suitable for primary and secondary teachers of any language, this workshop moves beyond theory to practical application, with ready-to-use strategies that promote active learning and student accountability. Discover how small shifts in practice can lead to stronger engagement and improved outcomes. Participants will leave with adaptable approaches they can immediately implement to make language lessons more dynamic, purposeful and effective for all learners.

Claire Klich has been teaching with Education Queensland since 2009, with extensive experience delivering Japanese from Prep to Year 10. She is currently working across both primary and secondary contexts, teaching one day a week in a primary school as part of a transition to high school program, and four days a week at a secondary school. Claire is the Curriculum Co-ordinator for Languages, leading a department of 10 teachers across two languages. She is passionate about building strong language pathways, upskilling teachers, and striving for continuous improvement, while fostering engagement and continuity between primary and secondary Japanese programs.

[Return to Parallel Session Two Link](#)

Parallel 2C

Boosting confidence in speaking: engaging activities

Sarah Pavy (The Happy Teacher)

This session gets teachers actively participating in a range of oral language activities and games that encourage use of target language, develop skills for real-life conversation, engage students and get the buzz into our Languages classrooms. Teachers will actively take part in activities so that they can see how simply and effectively they can be implemented in classrooms and will have the opportunity to discuss how each of these activities can be transferred and adapted to a range of age levels, topics and different student cohorts. Teachers will return to classrooms with lots of fun and innovative ideas for teaching rich language through visuals, tactile activities using active hands-on learning approaches.

Sarah began her career as a secondary school teacher of boys, undertaking research and completing a Masters in Education focused on engaging boys in learning. Sarah has spent almost 20 years consulting in a variety of areas relating to learning and teaching. Over the years, Sarah has worked with schools, teachers and VET trainers to design curriculum, programs and assessment, effectively implement differentiated teaching, support students with additional needs, build positive relationships in classrooms and increase engagement in schooling amongst young people. Sarah facilitates short and long-term projects, tailoring objectives, workshops and ongoing support to the needs of teachers. Sarah also oversees Vocational Language programs in 12 languages in approximately 60 Victorian and interstate secondary schools. Sarah is passionate about supporting trainers to engage in reflective and current best practices, and to find ways to effectively support the diverse range of students in classrooms.

[Return to Parallel Session Two Link](#)

Parallel 2D

Serious fun: brains & games in the Languages Classroom

Danielle Horne (School of Isolated and Distance Education)

In busy classrooms, it can be tempting to see games as a “reward” or a break from real learning. But what if games are actually where some of the most powerful learning happens? This session explores the neuroscience behind play and why it is not just engaging, but essential for language acquisition.

Danielle Horne is a dedicated language educator with over 30 years of experience teaching Indonesian (PP–12) and French (Years 5–10) across government and independent schools. She has extensive experience in curriculum and syllabus development, including at state level. Danielle currently teaches remotely, working with students across Western Australia, and is passionate about making language learning accessible, engaging and meaningful for all learners. She is also a co-author of the Saya Bisa textbook series and accompanying resources, widely used in Australian classrooms. Danielle has shared her experience through professional learning locally, nationally and internationally, presenting on topics such as engaging boys in middle school languages, supporting students with dyslexia, educational neuroscience, integrating technology to enhance engagement, and using authentic materials at all year levels. She is currently undertaking a Master of Educational Neuroscience, continuing to deepen her understanding of how students learn best.

[Return to Parallel Session Two Link](#)

Parallel 2E

The Productivity Illusion: Devices, AI and the Cost of Convenience

Alison Dean (ADECS Educational Consultant Services)

Digital platforms, classroom devices and generative AI tools are now firmly embedded in educational practice. They are widely promoted as drivers of efficiency, engagement and improved outcomes. However, in the rapid push toward digitisation — including one-to-one devices and platform-based learning — adoption has often outpaced the evidence base.

Alison Dean is the Founder and Director of ADECS Educational Consultancy Services, a NESA-recognised provider of professional learning specialising in Languages education. With extensive experience across NSW K–12, Stage 6, and the IB Diploma Programme, Alison works with schools to strengthen curriculum design, assessment practice and sustainable program development. She is a practising teacher, consultant and presenter who partners with faculties to align programming with syllabus requirements while maintaining intellectual rigour and classroom relevance.

Alison is widely known for her work in AI-informed resource creation and curriculum innovation, supporting teachers to integrate emerging technologies in purposeful, pedagogically sound ways. She has delivered professional learning for language associations, independent schools and state networks across Australia, and contributes to national conversations about quality assurance, accreditation and future-focused Languages education. Her work is grounded in research, practical application and a strong commitment to professional growth within the Languages community.

[Return to Parallel Session Two Link](#)

Session 3 Plenary 1

From Crisis to connection: humanising language pedagogy through optimal input and mindfulness

Matthew Absalom (School of Languages and Linguistics, The University of Melbourne)

In an era of rapid technological shift and shifting curriculum demands, language educators often face a "pedagogical crisis" — a disconnect between the mechanics of instruction and the heartbeat of communication. This plenary session shares a personal journey of moving from rigid, structure-heavy teaching toward the principles of optimal input. By focusing on meaning, we can lower the affective filter and allow students to acquire language naturally.

We will also explore the intersection of languages education with contemplative pedagogy. By bringing mindfulness and presence into the classroom, we create space for deep listening and genuine human encounter. This session is an invitation to rediscover the "passion to teach" and the shared humanity that makes languages education more vital than ever.

Matt Absalom is a Senior Lecturer in Italian Studies at the University of Melbourne and the recipient of the 2023 Patji-Dawes Award for excellence in languages teaching. His work explores the intersection of applied linguistics, languages education and innovative pedagogy. With a career spanning three decades, Matt is known for his work in translating complex ideas into transformative classroom practice.

Matt is a "teacher's teacher," respected for his candidness about the struggles and renewals of the profession. His current focus on optimal input and contemplative practices seeks to create educational spaces that are academically rigorous yet deeply mindful. A passionate advocate for the languages, he currently serves as the Chair of Partnerships and Community Outreach for the School of Languages and Linguistics, dedicated to helping educators find their spark while empowering students to find their voice.

[Return to Day One Program Link](#)

Parallel 4 Sessions

Parallel 4A

Building a language learning culture

Lyn Cohn (Yandina State School)

In this presentation, you will learn practical ways to build the profile of your Language across the whole school, engaging students, staff, parents and the wider school community. Specific suggestions will be given on how you can set up and run proven strategies such as having Student Ambassadors, Language Club, internal and external competitions; and what you can do for events that involve the whole school community such as Under 8s day or Showcase evenings/Open Days. This presentation is probably more suitable for primary teachers, but could be useful for lower secondary teachers seeking to encourage students to continue with Language into upper years.

Lyn has had two stints on the JET Programme as an ALT, in both urban and rural Japan. She taught high school Japanese, Philosophy, History and English in Melbourne and the UK before relocating to the Sunshine Coast where she was a private tutor before heading back into the classroom as a primary school classroom and Japanese teacher. She has presented on Educational Ethics at the Australasian Philosophers Conference, and on Lesson Planning, Student Motivation, and Resource creation at Tokyo and Osaka JET Orientation sessions. More recently, Lyn has presented at the past three JLTAV conferences and is looking forward to presenting on home soil at UQ.

[Return to Parallel Session 4 Link](#)

Parallel 4B **DOUBLE SESSION**

Beyond the Classroom: Cultural Events that Transform Language Learning (DOUBLE SESSION)

Mara Ballarini & Michela Torelli (Cairns State High School)

Community engagement plays a powerful role in enhancing language learning by providing students with authentic cultural experiences and meaningful opportunities to use the language beyond the classroom. This workshop will explore how cultural initiatives and school and community events can be integrated into language programs to increase student motivation, cultural understanding, and real-world language use.

Italian by birth, Mara Ballarini and Michela Torelli discovered their passion for teaching after migrating to Australia. Mara holds a Master's degree in Languages and a Diploma in Conference Interpreting, and speaks Italian, English, German, French, and Spanish. Michela studied Visual Arts at the Academy of Fine Arts in Rome before completing her teaching qualification at Charles Darwin University. The two met through the Italian community in Cairns and now teach together at Cairns State High School. They share a strong interest in project-based learning and intercultural engagement in language education. Beside running a successful CLIL program at their school, they strive to design learning experiences that extend beyond the classroom, including cultural festivals, student competitions, and community partnerships. Their work focuses on increasing student motivation, fostering intercultural understanding, and creating meaningful practical opportunities for students to engage with language in authentic, real-world contexts.

[Return to Parallel Session 4 Link](#)

Parallel 4C DOUBLE SESSION

Click, Create, Communicate: Using Canva to Transform Language Teaching (DOUBLE SESSION)

Amanda Miller (Faith Christian School of Distance Education)

In this practice-informed session, Amanda Miller explores how the design platform Canva can be leveraged as a pedagogical tool to enhance language teaching through multimodal, visually rich resource design. Grounded in research on dual coding, cognitive load theory and multimodal learning, this session examines how carefully designed visual materials can support language acquisition, particularly for diverse and early years learners.

Amanda Miller is a Japanese Primary Specialist Teacher at Faith Christian School of Distance Education. She is a passionate and experienced educator dedicated to designing engaging, inclusive and high-impact language learning experiences for primary students. Amanda specialises in leveraging student identity through literacy-rich, visually engaging PowerPoint lessons that integrate sound, sight and speech which supports a diverse range of learners.

[Return to Parallel Session 4 Link](#)

Parallel 4D DOUBLE SESSION

Teaching and assessing the Individual Oral (DOUBLE SESSION)

Tristane Robert (Queensland Academy for Maths, Science & Technology)

This session is designed for teachers who are currently teaching the International Baccalaureate Diploma Programme. Tristane will lead an interactive workshop focused on the preparation and assessment of the Individual Oral (IO).

While examples will be drawn from French, the session is relevant to all languages. Participants are encouraged to bring their own materials, questions, and classroom experiences to support discussion and collaboration.

Content will be responsive to participants' needs, interests, and experience levels. In addition to the IO, the workshop may include a discussion of Writing skills and receptive skills (Reading and Listening) within the IB context.

The workshop may include: sample Individual Oral exemplars; discussion on the IO assessment criteria; practical strategies to support students in mastering structure and meeting assessment criteria; a hands-on practice activity to build understanding of expectations, levels of difficulty, and marking criteria.

Tristane Robert currently teaches Senior French within the International Baccalaureate Diploma Program at a selective STEM school in Brisbane. A native French speaker and experienced language educator with a strong passion for teaching and learning, she brings over 30 years of experience across international and Australian educational settings, working with learners from early childhood (age 3) to adults, in schools, youth programs, and community centres.

She is committed to fostering deep engagement in language learning and inspiring lifelong, meaningful connections with languages and cultures. Tristane currently serves as French President of Languages Teachers Queensland and represents Queensland French teachers as a committee member of the Federation of Australian Teachers of French Associations (FATFA).

[Return to Parallel Session 4 Link](#)

Parallel 4E

Enhancing Self-Regulated Learning with AI-Supported Feedback Cycles

Catherine de Vos (Brigidine College)

This paper presents a classroom-based intervention that explores how generative artificial intelligence (AI) can be used to strengthen self-regulated learning (SRL) in a Year 11 French classroom. The study examines whether structured collaboration between students, teachers and AI can enhance feedback processes and support more independent learning.

Catherine de Vos is a languages educator and instructional leader with over 20 years' experience in secondary education. She currently works as Leader of Learning at Brigidine College, supporting teachers to translate research into effective classroom practice.

[Return to Parallel Session 4 Link](#)

Parallel 5 Sessions

Parallel 5A

Using Classroom Screen to shape your language sessions

Lyn Cohn (Yandina State School)

This workshop will give attendees an overview of Classroom Screen. It will show participants ways to maximise the free version of this software and outline the pros and cons of purchasing the paid version. Key features that work in a practical classroom setting will be demonstrated, and you will have the opportunity to explore the software for yourself under guidance. Features discussed will include class lists, randomisers, timers, embedding files, hyperlinks to websites, visual timetables, backgrounds, and short cuts. The focus will be on keeping lessons on track and having a quick and easy way to plan and track lessons as well as communicate them to relief teachers if necessary.

Lyn has had two stints on the JET Programme as an ALT, in both urban and rural Japan. She taught high school Japanese, Philosophy, History and English in Melbourne and the UK before relocating to the Sunshine Coast where she was a private tutor before heading back into the classroom as a primary school classroom and Japanese teacher. She has presented on Educational Ethics at the Australasian Philosophers Conference, and on Lesson Planning, Student Motivation, and Resource creation at Tokyo and Osaka JET Orientation sessions. More recently, Lyn has presented at the past three JLTAV conferences and is looking forward to presenting on home soil at UQ.

[Return to Parallel Session 5 Link](#)

Parallel 5E

Engaging and supporting students with text-based teaching

Luke Beck (University of the Sunshine Coast)

Text-based language instruction provides a powerful approach to designing engaging lessons that develop students' communicative ability and intercultural understanding. The approach prioritises working with realistic texts in communicative contexts over isolated sentence practice and brings together a preference for explicit pedagogy with a functional and contextual model of language. While more commonly employed in higher education and TESOL settings, text-based instruction has strong potential for application in the language classrooms of Queensland schools. This presentation will demonstrate how a text-based approach can support the development of courses aligned to the Australian Curriculum: Languages in P-10 and to the language syllabuses in the senior years. After first presenting and elaborating upon the principles of text-based language instruction, this presentation will cover the merits of this approach both broadly and in the context of Queensland schooling. It will then illustrate the application of the text-based approach with examples from a Year 7 and Year 11 Japanese unit. Attendees will learn how to employ the principles of text-based instruction in their own classroom practice. The session is suitable for teachers of any language and any year level who want to strengthen the impact and engagement of their programs.

Luke Beck is a doctoral student with the School of Education and Tertiary Access at the University of the Sunshine Coast and a Japanese teacher in Queensland secondary schools. His current research investigates how programmatic curriculum texts and institutional discourse practices shape teacher professional practice, with a particular focus on Japanese language education in Queensland secondary education. His work draws upon systemic functional linguistics, critical discourse analysis and institutional ethnography to examine topics in educational policy, curriculum theory and pedagogical practice.

[Return to Parallel Session 5 Link](#)

Parallel 6 Sessions

Parallel 6A

Networking Breakout Session – Japanese & Chinese

Facilitated by TBC

Join fellow teachers of the same language for a collaborative networking session designed to connect, inspire and support. This is an opportunity to share practical ideas, successful strategies, useful resources and classroom experiences in a relaxed and supportive environment. Together, we will discuss challenges, celebrate successes and explore ways to strengthen language programs and student engagement. Whether you are new to teaching or highly experienced, this session will provide valuable professional connections and fresh inspiration. Because when languages teachers work together, we are **stronger together!**

[Return to Parallel Session 6 Link](#)

Parallel 6B

Networking Breakout Session – Italian & Indonesian

Facilitated by Itin Hadijah & Lucy Fedrizzi

Join fellow teachers of the same language for a collaborative networking session designed to connect, inspire and support. This is an opportunity to share practical ideas, successful strategies, useful resources and classroom experiences in a relaxed and supportive environment. Together, we will discuss challenges, celebrate successes and explore ways to strengthen language programs and student engagement. Whether you are new to teaching or highly experienced, this session will provide valuable professional connections and fresh inspiration. Because when languages teachers work together, we are **stronger together!**

[Return to Parallel Session 6 Link](#)

Parallel 6C

Networking Breakout Session – Spanish

Facilitated by Lester Ford

Join fellow teachers of the same language for a collaborative networking session designed to connect, inspire and support. This is an opportunity to share practical ideas, successful strategies, useful resources and classroom experiences in a relaxed and supportive environment. Together, we will discuss challenges, celebrate successes and explore ways to strengthen language

programs and student engagement. Whether you are new to teaching or highly experienced, this session will provide valuable professional connections and fresh inspiration. Because when languages teachers work together, we are **stronger together!**

[Return to Parallel Session 6 Link](#)

Parallel 6D

Networking Breakout Session – French

Facilitated by *Tristane Robert?*

Join fellow teachers of the same language for a collaborative networking session designed to connect, inspire and support. This is an opportunity to share practical ideas, successful strategies, useful resources and classroom experiences in a relaxed and supportive environment. Together, we will discuss challenges, celebrate successes and explore ways to strengthen language programs and student engagement. Whether you are new to teaching or highly experienced, this session will provide valuable professional connections and fresh inspiration. Because when languages teachers work together, we are **stronger together!**

[Return to Parallel Session 6 Link](#)

Parallel 6E

Networking Breakout Session – German

Facilitated by *TBC*

Join fellow teachers of the same language for a collaborative networking session designed to connect, inspire and support. This is an opportunity to share practical ideas, successful strategies, useful resources and classroom experiences in a relaxed and supportive environment. Together, we will discuss challenges, celebrate successes and explore ways to strengthen language programs and student engagement. Whether you are new to teaching or highly experienced, this session will provide valuable professional connections and fresh inspiration. Because when languages teachers work together, we are **stronger together!**

[Return to Parallel Session 6 Link](#)



Academic Program Detail - Day Two

Academic Program Details include an abstract of the session and biographical details on presenter/s. Academic Program Details are organised by day and time, in chronological order.

Day 2 Sunday 28 June 2026

Session 7 Keynote Address 2

When a Student Struggles to Learn a Language: Disorder or Difference?

Dr Shaun Ziegenfusz (Co-CEO & Co-Founder | The DLD Project)

Developmental Language Disorder (DLD) affects approximately 1 in 14 students, yet many educators have never heard of it. Students with DLD can experience significant challenges with understanding and using language, which may impact learning, participation, literacy, memory, confidence and wellbeing across the curriculum. This practical keynote will provide an introduction to DLD, explore how it may present in students learning additional languages, and discuss common myths and misconceptions surrounding language difficulties and multilingualism. Participants will leave with a stronger understanding of how to recognise students who may be struggling and practical strategies to support participation, communication and learning in the classroom.

Dr Shaun Ziegenfusz is a Lecturer in the Master of Speech Pathology program at Griffith University. As an early career researcher in the fields of disability, education, and health, Shaun's work focuses on improving the lifelong outcomes for people with Developmental Language Disorder (DLD). His research blends clinical experience and advocacy to support people with DLD, their families, educators and allied health professionals.

Shaun's doctoral research explored the educational needs and necessary supports for students with DLD from the perspective of key stakeholders, including students, parents, teachers, and clinicians. He is passionate about research translation and works collaboratively with schools, health services, and policymakers to develop evidence-informed resources and practices.

Shaun is the Co-Founder and Chairperson of The DLD Project Foundation, Australia's peak not-for-profit organisation supporting people with DLD. He is also the Co-CEO of The DLD Project, a social enterprise dedicated to raising awareness, building community capacity, and driving systemic change for DLD across education and healthcare sectors. Additionally, Shaun is a volunteer Board Member for the Raising Awareness of Developmental Language Disorder (RADLD) International Committee and the Queensland Branch Co-Chair for Speech Pathology Australia.

[Return to Day Two Conference Program Link](#)

Parallel 8 Sessions

Parallel 8A

Kawaii, Culture and Communication: Building Complex Language within Prep students through "Watashi no Masukotto"

Amanda Miller (Faith Christian School of Distance Education) & Melissa Kurosawa (St William's Catholic Primary School)

In this practical and engaging session, Amanda Miller & Melissa Kurosawa share their Prep Japanese unit, Watashi no Masukotto ("My Mascot"), which uses the highly motivating concept of kawaii (cute) to build early language skills through culturally authentic contexts.

Amanda Miller is a Japanese Primary Specialist Teacher at Faith Christian School of Distance Education. She is a passionate and experienced educator dedicated to designing engaging, inclusive and high-impact language learning experiences for primary students. Amanda specialises in leveraging student identity through literacy-rich, visually engaging PowerPoint lessons that integrate sound, sight and speech which supports a diverse range of learners.

Amanda has been selected for many prestigious International professional learning opportunities including the Niigata & Sado Island Familiarisation Tour (2020) and as the Queensland representative for the 'Connect Tomodachi Research Tour' (2023), supported by the Australia-Japan Foundation. She was also recognised as a National Finalist in the 2021 Patji-Dawes Language Teaching Awards.

Melissa Kurosawa is a Japanese Primary Specialist Teacher at St. William's Catholic Primary School on the north side of Brisbane in Queensland. Melissa has been teaching Japanese for 25 years and has experience in both the primary and secondary sectors. Melissa's love of all things Japanese began with her first trip to Japan in 1992 as a member of the choir that represented Australia and performed at the Osaka International Youth Chorus Festival. She lived in Yokohama for a year in 1995 as an exchange student after receiving an AFS/DFS scholarship. Melissa was selected as one of the Queensland representatives at the 'Connect Tomodachi Research Tour' of Japan in September 2023 which was supported by the Australia Japan Foundation. In 2025, she was a finalist for the BCE (Brisbane Catholic Education) Excellence Awards for Excellence in Learning and Teaching in Primary School. After being a member for many years, Melissa recently joined the LTQ Executive Committee as a Committee Member for 2026.

[Return to Parallel Session 8 Link](#)

2026 LTQ Biennial State Conference

'Stronger Together'

27 & 28 June 2026

Parallel 8B

Embedding the 8 Ways Indigenous Pedagogy in Language Learning

Jill Spicer (Forest Lake State School, Darra State School)

The 8 Ways Indigenous Pedagogy, formulated through collaboration with aboriginal communities and educators is a framework of indigenous knowledge systems, showing here what it is and what it isn't. How to embed the 8 ways into your language learning curriculum is presented with takeaway printables of the symbols to apply to your planning and an 8 Ways Pedagogy planning checklist to give confidence to embed the pedagogy into your current units of work. Each of the 8 Ways and its corresponding symbol is explained with examples of language learning and videos of students at work using the pedagogy in their language lessons. Included teacher reflection questions give the opportunity to align your SPG (Setting Professional Goals) as a language teacher to cover a broader range of AITSL standards, either as an add on in your phase two SPG of this year or thereafter. Understanding the 8 Ways pedagogical approach and embedding it with confidence truly supports the theme of our 2026 Biennial conference, Stronger Together.

Experienced Senior Teacher of Japanese and EALD primary and high schools in NSW and QLD, and English in Junior High and college in Japan. A member of The Innovation Team at base school and administrator for digital school learning platform at a second school. Presented on technology use, teacher well-being and student engagement at local, interstate and international languages conferences and on Embedding 8 Ways Indigenous Pedagogy across the curriculum at a local level. In 2026 recipient of an Excellence in Education Award from Australian Education Awards.

[Return to Parallel Session 8 Link](#)

Parallel 8C

Student Work, Real Audience

Itin Hadijah & Lucy Fedrizzi (Cairns School of Distance Education)

Presented by two language teachers who are also volunteers at a local community radio station, 'Student Work, Real Audience' will provide ideas to make speaking assessment have a purpose and more. There are community radio stations in most medium and large towns in Queensland which provide an opportunity for student voices to be heard either in the target language or in English. Through a coordinated effort between the teacher and the station, students will be able to tune in via to hear themselves 'on air' and can also let their relatives know when to tune in. In this presentation we will provide guidelines for what works on radio and a variety of ideas to get you started.

Itin Hadijah has been teaching in Australia and overseas for 30 years. Since returning to Queensland in 2011 she has not only been teaching Indonesian at Cairns SDE but has also been involved in cultural events in the Cairns Region. Itin has been an MC for multicultural festivals and is part of a team presenting the weekly radio program Apa Kabar Cairns? on Cairns FM89.1 Community Radio, which is presented in Indonesian language.

With over 30 years of teaching experience across the Northern Territory, Victoria and, for the past two decades, Far North Queensland, Lucy Fedrizzi is a passionate languages educator dedicated to engaging students in meaningful learning. Beyond the classroom, Lucy has co-presented the Cairns FM89.1 Community Radio Made in Italy program for a decade and has long been involved in Italian cultural events in the region. She values authentic opportunities for student voices to be heard by real audiences.

[Return to Parallel Session 8 Link](#)

Parallel 8D

What can I do with a language?

Dr Barbara E. Hanna (School of Languages and Cultures, University of Queensland)

This session is best suited to educators working with senior students or at university level.

"What can I do with a language?" - it's the question we've probably all encountered in class, at subject selection meetings or University Open Days. And the answer that our student (and family) wants to hear is not "you can have fun/ have a rich inner life/ gain a heightened awareness of intercultural communication/ learn about things you can't even imagine / have an amazing life as a plurilingual". Rather the answer we need to provide is one which justifies language learning in terms of practical outcomes.

In the first part of this session, I will consider how to answer this question in the context in which I work, tertiary level French, drawing on work co-authored with colleague Peter Cowley.

Drawing on data from LinkedIn profiles of graduates, employment opportunities with French and descriptors from the Common European Frame of Reference for Languages, we explore strategies for providing a visible and compelling story joining the dots between marketing, course profiles, assessment and the language we give students to talk about their learning, whether that be in an ab initio course or an advanced option on detective fiction.

In the second part of this session, participants will work with current job advertisements, CEFR descriptors, and their reflections on their own teaching contexts to see if and how the strategies we suggest could be adapted for their own learners.

Barbara Hanna is co-coordinator of the Bachelor of International Studies and French Majors convenor in the School of Languages and Cultures at the University of Queensland. She teaches all levels of French and is keenly interested in the ways in which students of language present themselves as users of that language and the narratives they tell about their experiences and capabilities.

[Return to Parallel Session 8 Link](#)

Parallel 8E

Language in Action: Global School Tours that Inspire, Engage & Transform

Kieran Greenhow (G.E.T. Educational Tours)

Explore how G.E.T Educational Tours brings language learning to life through immersive programs across Japan, France, New Caledonia, Spain, China, Indonesia, Germany, and Italy. Designed for language educators, this session highlights curriculum-aligned itineraries, authentic cultural experiences, and practical strategies to maximise student engagement and learning outcomes.

Gain valuable insights and proven tips for planning and leading safe, seamless, and impactful school tours—empowering your students to build confidence, cultural understanding, and real-world language skills.

This is a sponsored session from G.E.T. Educational Tours

[Return to Parallel Session 8 Link](#)

Parallel 9 Sessions

Parallel 9A

The significance of Sakura (cherry blossoms)

Himiko Negishi-Wood (Japan Foundation)

Sakura are deeply embedded in Japanese social customs and cultural identity. While they have long symbolised the beauty and transience of life, sakura have come to be seen as an aspiration for harmony and peace. This session delves into these concepts by exploring traditions such as flower viewing (hanami), seasonal foods (wagashi), local festivals, and important life events including graduation and school entrance ceremonies. Participants will be guided through a practical, hands on activity that can be directly adapted for Primary classrooms, supporting language learning while fostering intercultural understanding.

Himiko is a Language Consultant at The Japan Foundation, Sydney. She is a secondary school trained teacher in Australia, with over 30 years of experience working in teacher training and resource development. Since 1995, she has presented at numerous seminars and conferences, and has developed a wide range of teaching resources, including hiragana mini books.

[Return to Parallel Session 9 Link](#)

Parallel 9B

Making AC v9 Work: Practical 4C Marking Guide and TLAP design

Claire Klich (Narangba Valley State School & Narangba Valley State High School)

Are you confident that your planning, assessment and curriculum are truly aligned? This practical session unpacks Australian Curriculum Version 9 and shows how to translate achievement standards into clear, consistent 4C marking guides and TLAPs. Designed for both primary and secondary language teachers, this workshop provides step-by-step strategies, real examples, and adaptable templates you can use across any language. Participants will leave with greater clarity, reduced planning time, and tools to strengthen consistency across classes and year levels. Whether you are new to AC v9 or refining existing practice, this session will help you turn curriculum intent into meaningful classroom impact.

Claire Klich has been teaching with Education Queensland since 2009, with extensive experience delivering Japanese from Prep to Year 10 in both metro and remote settings. She is currently working across both primary and secondary contexts, teaching Japanese one day a week at Narangba Valley State School as part of the transition to high school program, and four days a week at a Narangba Valley State High School. Claire is the Curriculum Co-ordinator for Languages, leading a department of 10 teachers across two languages: Japanese and Spanish. She is passionate about building strong language pathways, upskilling teachers, and striving for continuous improvement, while fostering engagement and continuity between primary and secondary Languages programs.

[Return to Parallel Session 9 Link](#)

Parallel 9C

Groovy Grammar

Sophie Artley (The Southport School)

Accuracy of grammar is an important skill for students to develop in preparation for the external examinations. This workshop will give you practical ideas on how to deliver fun and effective grammar lessons in European languages. Teachers of Asian languages may find many of the ideas useful and adaptable to their own classrooms.

Sophie is an experienced French teacher with over 25 years teaching in both the UK and Australia. She has been the Head of Department for Languages at The Southport School on the Gold for the past seven years, teaching students from year 9 to 12, and currently works for QCAA in various roles, including lead endorser and lead external examiner for French. She has prepared many students over the years for senior external examinations at QCE as well as A level and GCSE in the UK.

[Return to Parallel Session 9 Link](#)

Parallel 9D

Languages, Identity, and Choice: What matters to today's young learners?

Orie Green (University of Queensland)

This presentation shares preliminary findings from a PhD research project investigating the reasons behind the low enrolment rate in Languages, with the aim of providing a reflective space for educators. The persistent low enrolment rate in Languages across Australia has been attributed to a well-researched set of structural and pedagogical factors. While these explanations remain relevant, preliminary findings from the research suggest that they may obscure a more fundamental factor: students' personal interests. Drawing on questionnaire and Q-methodology (a way to analyse subjectivity by having participants sort a set of statements) data from Years 9 and 10 students in Queensland, this study explores students' perspectives on language learning. When analysed through the lens of theories of adolescent development – particularly interests as expressions of emerging identity and autonomy – a provocative insight emerges: a mismatch between students' intrinsic motivations and the way language education is currently framed in schools. Moreover, the mismatch is often related to a lack of coherent policy and curriculum limitations. This presentation invites language educators to reinterpret existing barriers through students' voices and reimagine language programs that better align with the interests of today's young learners in Australia.

Orie Green is a PhD candidate at the School of Languages and Cultures, The University of Queensland. Her doctoral research investigates the reasons behind low enrolment in Languages among high school students in Queensland, with a particular focus on students' perspectives. She brings extensive experience in teaching Japanese, as well as academic advising across higher education and school contexts both in Australia and internationally. Orié currently works as an Education Officer at Queensland Corrective Services, where she supports diverse learner cohorts. Her educational and professional background bridges research, policy, and practice, informing her interest in reimagining inclusive, learner-centred approaches to intercultural language learning and teaching.

[Return to Parallel Session 9 Link](#)

Parallel 9E

From Classroom to Connection - Reigniting Language Learning Through Student Exchange

Sandeep Argawal (Students of the World)

Language learning changes when students can see where it might take them.

In this session, Students of the World will explore how international student exchange programs can reignite motivation for language learning by connecting what happens in the classroom with real-world experience. Looking at current trends in language education and real student experiences, Students of the World will share how exchange opportunities can help inspire students to continue language study beyond the compulsory years.

Ideal for language teachers across primary and secondary settings who want to strengthen engagement, cultural understanding, and the relevance of languages in today's classrooms.

This is a sponsored session from Students of the World.

[Return to Parallel Session 9 Link](#)

Parallel 10 Sessions

Parallel 10A

Certificates in Applied Language: Learning for Real Life

Sarah Pavy (The Happy Teacher)

This session will give an overview of (and insight into) the Certificate in Applied Language - a nationally recognised qualification, with a focus on everyday application of language skills both in social settings and in the workplace. In undertaking this qualification, students learn how to communicate with friends, people in the community, colleagues and employers in a range of contexts, simulating real-life situations that help them to see the links between their Languages classes and the outside world. The course has a strong focus on intercultural awareness and culturally-sensitive communication, with an emphasis on oral spontaneity and authenticity. Completing a nationally accredited course during secondary school is a tangible reward for a student's hard work throughout their years of study of a language. Teachers will have the opportunity to ask questions about any aspect of the course, including the ways in which it is similar or different to the Australian/state curriculum, steps for implementation and benefits for Languages programs.

Sarah began her career as a secondary school teacher of boys, undertaking research and completing a Masters in Education focused on engaging boys in learning. Sarah has spent almost 20 years consulting in a variety of areas relating to learning and

teaching. Over the years, Sarah has worked with schools, teachers and VET trainers to design curriculum, programs and assessment, effectively implement differentiated teaching, support students with additional needs, build positive relationships in classrooms and increase engagement in schooling amongst young people. Sarah facilitates short and long-term projects, tailoring objectives, workshops and ongoing support to the needs of teachers. Sarah also oversees Vocational Language programs in 12 languages in approximately 60 Victorian and interstate secondary schools. Sarah is passionate about supporting trainers to engage in reflective and current best practices, and to find ways to effectively support the diverse range of students in classrooms.

[Return to Parallel Session 10 Link](#)

Parallel 10B

Repeat, Respond, Remember: Building Fluency Together with AIM

Catherine de Vos & Jenny Matheson (Brigidine College)

Repetition is often associated with mechanical drilling, yet in communicative language classrooms it can play a far more dynamic and interactive role. This workshop draws on classroom-based research conducted in a Year 7 French program using the AIM (Accelerative Integrated Method) to explore how repetition supports language learning when it is embedded in multimodal and participatory practices.

Catherine de Vos is a languages educator and instructional leader with over 20 years' experience in secondary education. She currently works as Leader of Learning at Brigidine College, supporting teachers to translate research into effective classroom practice. She holds a Master of Education in Analysis and Intervention in Educational Systems from the University of Geneva, where she developed expertise in mixed methods research and research-informed educational reform. Her thesis examined the role of repetition in language learning, with a focus on automatising and cognitive fluency.

Her work focuses on applying the science of learning approaches to language teaching, including explicit instruction, retrieval practice and self-regulated learning. She has led collaborative inquiry projects exploring flipped learning and her current work explores the integration of AI tools to support student feedback cycles. Catherine is particularly interested in how AI can enhance student agency, metacognition, and sustained language acquisition in senior classrooms.

Jenny Matheson moved to Brisbane from Canada in 2010 and has taught French in boys' and girls' schools across Brisbane for 15 years. She is currently the acting Senior School Program Leader at Brigidine College Indooroopilly, and was previously a Head of Department at Brigidine and at St Margaret's Anglican Girls School. She is passionate about empowering students through language learning, creating safe, supportive classroom environments that encourage learners to take risks, and student-centred teaching practices that ensure that learning remains relevant, engaging and fun for students. The AIM Method has been central to her teaching practice with students in the primary and middle years since she began teaching, and she is looking forward to supporting Cathy de Vos in sharing her research on the benefits of this method with conference participants.

[Return to Parallel Session 10 Link](#)

Parallel 10C

Pretesting: A Surprisingly Effective, Yet Largely Unknown, Language Learning Strategy

Tabitha Chua & Steven C. Pan (National University of Singapore)

Many educators and teachers, both within and outside the classroom, employ the use of both verbal and visual materials to teach a foreign language to students. What if these materials were paired with a learning strategy called pretesting? Pretesting is where learners take practice tests on unlearned material (i.e. they make a guess and receive corrective feedback). This has been found to enhance learning relative to non-guessing methods such as reading or studying. Modern language learning applications such as Duolingo and Rosetta Stone do employ this method with such verbal-visual materials to teach vocabulary. However, its efficacy has not, to our knowledge, been investigated in empirical research. We investigated pretesting in both word-image and image-word learning, and found over a series of four experiments that there are benefits when you use pretesting in conjunction with verbal-visual materials.

Tabitha Chua is a recent MA graduate from the National University of Singapore. Her research interest primarily lies in the learning sciences, specifically in areas of pretesting and prequestioning. Steven C. Pan is an Assistant Professor in the Department of Psychology and director of the Learning Sciences Laboratory at the National University of Singapore (NUS). His research bridges the fields of cognition and education and addresses questions of: (a) how do human beings learn and retain educationally relevant information? and (b) how can learning and memory be optimised to yield durable, long-lasting understanding and retention?

[Return to Parallel Session 10 Link](#)

Parallel 10D

Motivation, Connection, and Joy: The Foundations of Retention in Secondary Language Education

Dr Marisol Garcia (St Peter's College, Adelaide)

This workshop explores how language educators can move beyond compliance and create the conditions for authentic, joyful engagement in language classrooms. Through the lens of Self-Determination Theory, participants will examine both the theoretical foundations and practical strategies that nurture students' intrinsic motivation and long-term engagement with language learning. Particular attention will be given to fostering self-efficacy, autonomy, competence, and relatedness, which are central to student wellbeing and motivation.

The session will explore how classroom relationships, teacher language, feedback practices, and learning experiences shape the way students perceive themselves as learners. Rather than viewing motivation as something students either have or do not have, this workshop presents motivation as something that can be intentionally cultivated through supportive, meaningful, and emotionally engaging classroom experiences. Participants will reflect on ways to create environments where students feel capable, valued, connected, and willing to take risks in their learning.

A central question guiding the workshop will be: "Motivation for what?" In secondary education, bilingualism can often feel like a distant goal, and the rewards of language learning may not always seem immediate to students. Rather than relying solely on grades or future outcomes, educators can focus on cultivating the motivation to come to class every day through experiences that feel enjoyable, personally meaningful, and supportive.

Ultimately, this workshop aims to inspire educators to rethink engagement not as compliance, but as the creation of positive emotional connections that encourage students to continue learning languages beyond the compulsory years of schooling.

Dr Marisol Garcia has worked in South Australia since 2015 as a teacher of Spanish and French. After ten years at Pembroke School, she is now Head of Languages at St Peter's College, Adelaide, and President of STASA (Spanish Teachers' Association of South Australia).

Marisol believes meaningful language education begins with authenticity, emotional connection, and positive relationships that inspire students to learn with confidence and curiosity. She is passionate about promoting self-efficacy and intrinsic motivation so that every learner feels capable, valued, and connected. Her vision centres on creating inclusive and engaging classrooms where curiosity, reflection, trust, and joy support student growth and wellbeing. By nurturing positive emotions and genuine engagement, she aims to develop lifelong learners who approach language learning with confidence, resilience, curiosity, and a strong sense of personal fulfilment and global understanding.

[Return to Parallel Session 10 Link](#)

Parallel 10E

From Practice to Proficiency: Using AI and Immersive Technology to Accelerate Real-World Language Fluency

Scott Cardwell (ImmerseMe)

In an era of shrinking attention spans and increasing curriculum pressure, how can language teachers create more opportunities for meaningful, real-world communication? This session explores how AI and immersive technologies can be used to significantly increase student speaking time, build confidence, and accelerate progress toward proficiency.

This is a sponsored session by ImmerseMe.

Scott Cardwell is the Founder and CEO of ImmerseMe, an award-winning EdTech platform transforming language learning through immersive VR and AI-powered conversations. Since founding the company in 2015, Scott has led the development of innovative tools that enable students to build real-world fluency by practising language in authentic, scenario-based environments.

[Return to Parallel Session 10 Link](#)

Session 11 Plenary 2

Practical Mindfulness

Venerable Tsultrim (Carla Pearse)

In this practical and 'hands on' session, Tsultrim will outline what mindfulness actually is and what it isn't. She will explore how the practice of mindfulness can have a huge impact on our thinking and everyday lives and will lead participants in a 'hands on' mindfulness activity that will amaze you. She will also provide helpful tips for how to incorporate simple and practical mindful practices into your world to contribute your own wellbeing.

Venerable Tsultrim (Carla Pearse) was ordained in the Tibetan Buddhist tradition in 2009 at Chenrezig Institute at Eudlo in Queensland. She spent several years in India and Nepal studying under teachers from the various Tibetan Buddhist lineages, doing retreat, and visiting many pilgrimage sites.

Tsultrim has led many short retreats and workshops in India, Nepal and Australia on practical mindfulness, spiritual care at the end of life, grief and loss, and applying the teachings of the Buddha in day-to-day life. She was the Spiritual Care Practitioner at Karuna Hospice Services in Brisbane for several years. She has also worked extensively in suicide prevention and intervention.

Tsultrim holds a very strong conviction that most of us can find contentment in our lives irrespective of our external circumstances, through understanding and training our minds. In particular, using mindfulness to reflect on and examine our view of our internal and external worlds and how that affects our day-to-day life.

She has a Bachelor of Counselling, a Bachelor of Social Science (Social and Public Policy) and a Master of International Studies (Peace and Conflict Resolution).

[Return to Day Two Conference Program](#)



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