



Meg.

MEDIA KIT

Creating a more interconnected, peaceful, and empathetic world for **ALL**.

PURPOSE





MISSION

Creating
Global Citizens
through Language
and Intercultural
Experiences.

- We create the future
- We redefine Best Practice
- We laugh at any challenge
- We choose practical solutions
- Be good people





40 000+
WEEKLY STUDENTS



200+
SCHOOLS



55+
TEACHERS



4
COUNTRIES



2
LANGUAGES



MANDARIN

Mandarin is the most widely spoken language in the world and many countries have a rich history of Chinese immigration, resulting in the diverse multicultural reputation. For a young student deciding on an additional language, no language will provide as much opportunity as Mandarin.

SPANISH

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



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.

- 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
- Developing a cross curriculum approach to align with language program

MEG MODEL VS. TRADITIONAL LANGUAGE PROGRAM

		Traditional Language Program	Meg Language Program	Comments
Curriculum	Aligns with Australian and State specific curriculum standards	✓	✓ ✓	
	Consistent quality across all schools	✗	✓ ✓	<i>Meg</i> 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	✓ ✓	✓ ✓	
Teaching	Pedagogy in line with Australian Professional Standards for Teaching	✓ ✓	✓ ✓	<i>Meg</i> language teachers appraised against the Australian Professional Teaching Standards
	Observed by a Teacher Trainer weekly	✗	✓ ✓	
	Ongoing Professional Learning of language teacher	✓	✓ ✓	<i>Meg</i> 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	✓	✓ ✓	<i>Meg</i> 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 <i>Meg</i> model so they can 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 <i>Meg</i> 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	?	✓ ✓	<i>Meg</i> 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	✗	✓ ✓	<i>Meg</i> 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



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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

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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.

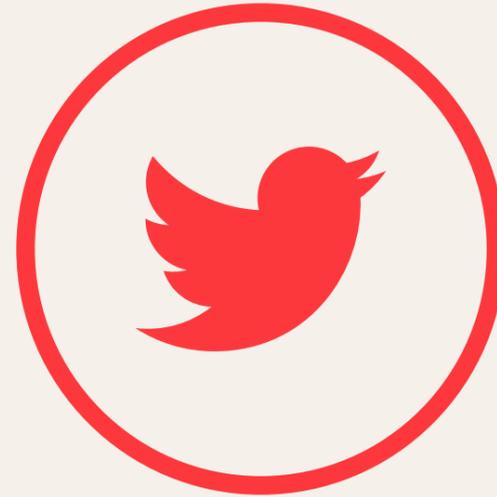
- DEBBIE GEORGE, PRINCIPAL AT YEA PRIMARY SCHOOL - YEA, VICTORIA, AUSTRALIA

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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, AUSTRALIA



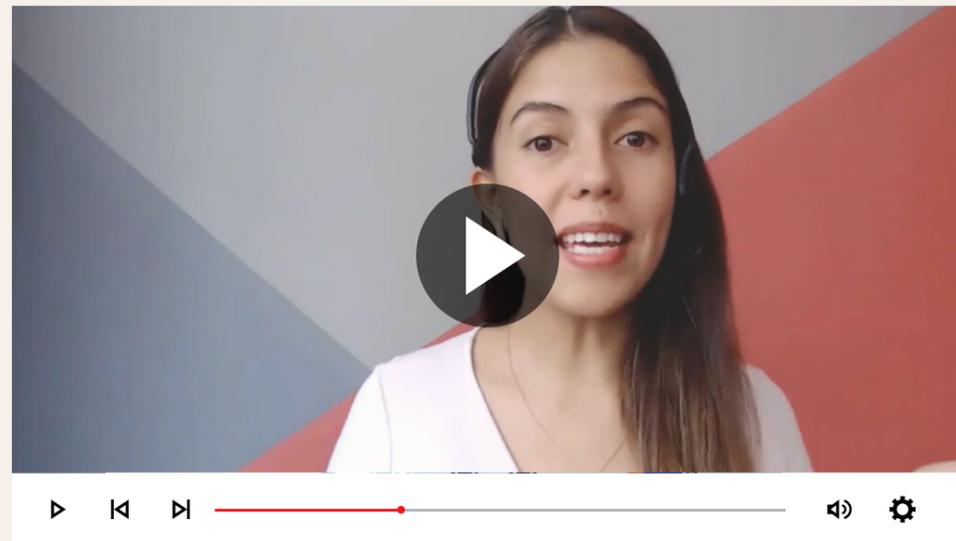


Meg.

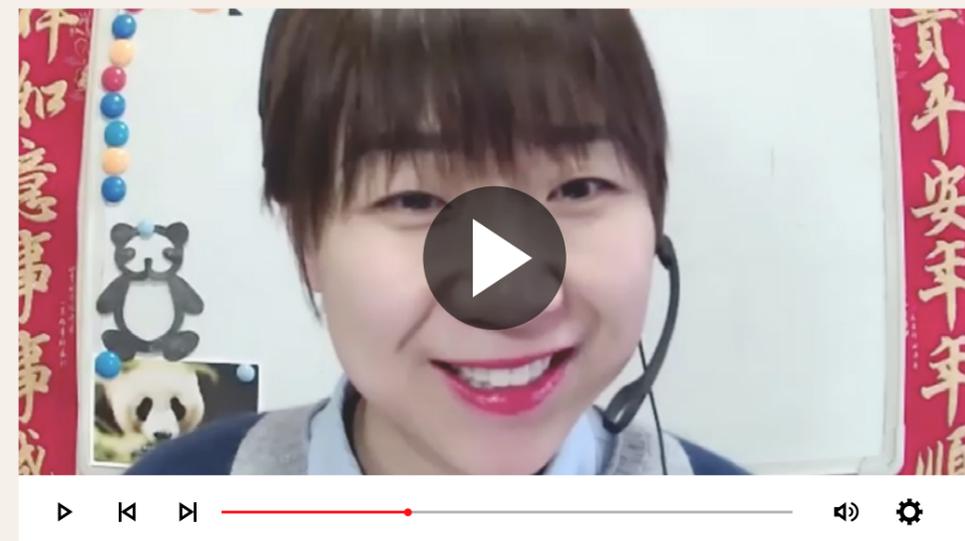
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PROMO VIDEO - [Comprehensive US version](#)
[Comprehensive AUS version](#)



PROMO VIDEO - [Meg in 1 Minute](#)

CASE STUDIES

[Leadership committed to Internationalising](#)

[A Network-wide Approach to Languages](#)

[The Importance of Classroom Teachers](#)

[Sustaining Language Learning Throughout COVID-19](#)

[Supporting IB Accreditation](#)

THE MEG EFFECT





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WHERE THE CLASSROOM AND THE WORLD COMBINE