The SACSA provides a framework in the Languages Learning Area for exploring the relationship between language and culture, and for analysing how cultural difference is constructed through curriculum. It both leads and reflects contemporary local, national, and international research on languages and cultures education.

The framework embodies recognition that diversity is not outside or ‘other’, but includes all of us and is central to exploring the relationship between language and culture.

The Insites project for languages has initially focused on exemplars in Spanish. It is intended to develop further models in Australian Indigenous Languages, Chinese, French, German, Modern Greek, Indonesian, Italian, Japanese, and Vietnamese.

The project is intended as one possible starting point for working with the SACSA Framework. It has been designed to illustrate the links between the strands, key ideas, learning tasks, assessment tasks, and examples of evidence towards achievement of learning Outcomes. Each of the learning tasks is accompanied by an aspect or aspects of the key idea(s) that form the basis of the tasks.

The Essential Learnings, Equity Cross-curriculum Perspectives and Enterprise & Vocational Education provide a structure for exploring ways of working with and across Learning Areas. These descriptions also provide a perspective through which to approach planning and programming. For example, a unit of work on young people in a language-speaking community might emphasize the perspective of identity, or it might focus on futures, gender or cultural and linguistic diversity through the deliberate selection of particular tasks and resources.

The following Languages learning activities are not meant to be prescriptive. They describe starting points for further learning opportunities. The learning experiences described reflect an analysis of the Key Ideas and build towards achieving the related learning Outcomes.