Introduction
Ready? Set? Series:
The story so far…

Ready, Set, Assess!
AUSTRALIAN CURRICULUM - LANGUAGES
Professional Learning Program

2015 - **Ready? Set? Go!**

Introduction to the Australian Curriculum:
Languages (AC:L)

2016 - **Ready? Set? Plan!**

Planning with the AC:L

**2017/18** - **Ready? Set? Assess!**

Assessing with the AC:L

2018/19 - **Ready? Set? Lead!**

Leadership in Languages Education

Ready, Set, Assess!
AUSTRALIAN CURRICULUM - LANGUAGES
Professional Learning Program

Program Goals

- To promote and support a national conversation around the *Australian Curriculum: Languages (AC:L)*

- To stimulate thinking about, engaging with and use of the AC:L in languages classrooms across Australia

- To exemplify use of principles, processes, programs, including planning and assessment for the AC:L

- To promote teacher agency in working with the AC:L

- To develop leadership skills and understanding in

Ready, Set, Assess!
AUSTRALIAN CURRICULUM - LANGUAGES
Professional Learning Program
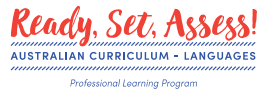
Links to Professional Standards

AFMLTA Standards* links:

Educational Theory & Practice: Accomplished teachers of Languages and cultures keep up to date with developments in the field of education through professional learning and professional reading.

Language Pedagogy: Accomplished teachers of Languages and cultures have at their disposal a range of methodologies for languages and cultures teaching and in their practice select from these in a principled way, taking into consideration the learners, the learning context, curriculum goals, and the aspect of language being taught.

Language Pedagogy: Accomplished languages and cultures teachers have a view of curriculum in which planning, teaching, resourcing, assessing, evaluating and renewing are done coherently according to a principled approach to languages and cultures teaching. Lead Teacher Standards

* AFMLTA Professional Standards for Accomplished Teaching of Languages & Cultures
http://pspl.afmlta.asn.au/doclib/Professional-Standards-for-Accomplished-Teaching-of-Languages-and-Cultures
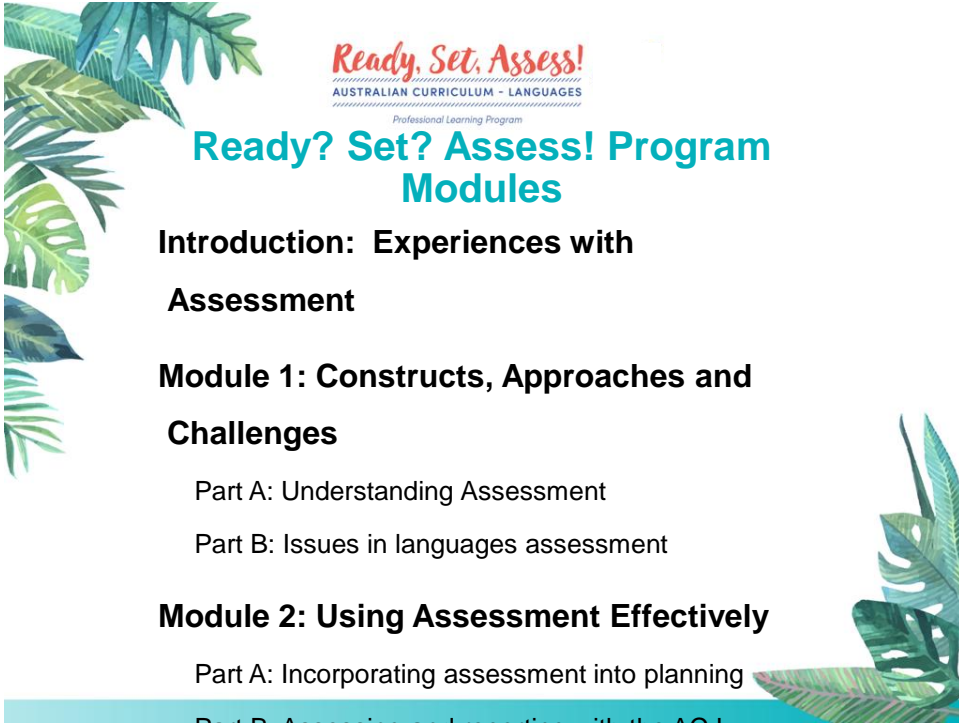*AFMLTA Lead Teacher Standards* https://www.afmlta.asn.au/documents/item/52

Ready, Set, Assess!
AUSTRALIAN CURRICULUM - LANGUAGES
Professional Learning Program

Links to Professional Standards

AITSL Standards* links:

- Professional Knowledge: 2.3 Curriculum, assessment and reporting

- Professional Practice: 3.2 Plan, structure & sequence learning programs

- Professional Engagement: 6.2 Engage in professional learning and improve practice

*AITSL/AFMLTA Standards aligned documents available for: Chinese, French, German, Indonesian, Italian, Japanese, and Spanish.
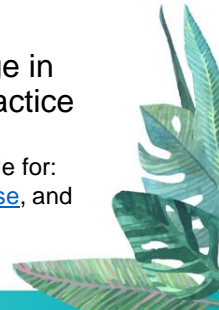
Ready, Set, Assess!
AUSTRALIAN CURRICULUM - LANGUAGES
Professional Learning Program

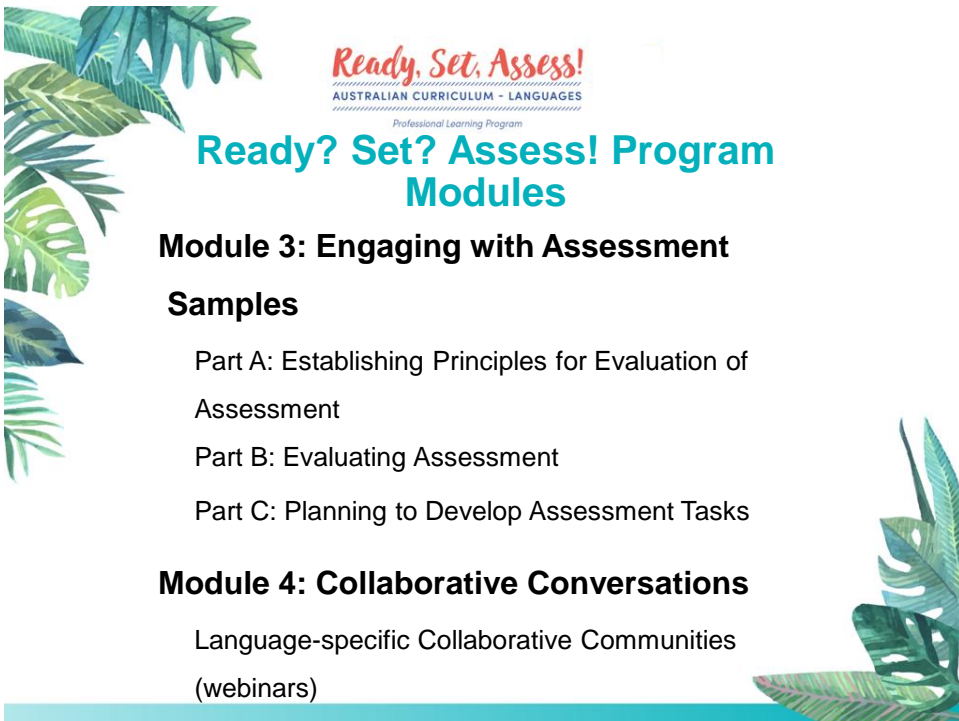## Ready? Set? Assess! Program Modules

Introduction: Experiences with Assessment

Module 1: Constructs, Approaches and Challenges

    Part A: Understanding Assessment

    Part B: Issues in languages assessment

Module 2: Using Assessment Effectively

    Part A: Incorporating assessment into planning

    Part B: Assessing and reporting with the ACL

Ready, Set, Assess!
AUSTRALIAN CURRICULUM - LANGUAGES
Professional Learning Program

Ready? Set? Assess! Program Modules

Module 3: Engaging with Assessment Samples

    Part A: Establishing Principles for Evaluation of Assessment

    Part B: Evaluating Assessment

    Part C: Planning to Develop Assessment Tasks

Module 4: Collaborative Conversations

    Language-specific Collaborative Communities (webinars)

Introduction

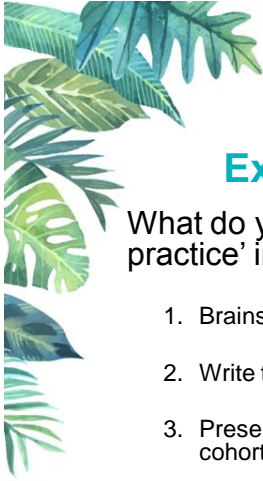Experiences with
Assessment

(20 minutes)

Ready, Set, Assess!
AUSTRALIAN CURRICULUM - LANGUAGES
Professional Learning Program

Ready, Set, Assess!
AUSTRALIAN CURRICULUM - LANGUAGES
Professional Learning Program

Aims of Introduction Activities

- Engage with language teacher experiences of assessment

- Engage with issues in assessment in languages education

- Use teacher experience and school contexts as a starting and reference point for learning throughout the program

Ready, Set, Assess!
AUSTRALIAN CURRICULUM - LANGUAGES
Professional Learning Program

Experiences with Assessment

What do you understand to be 'quality assessment practice' in languages education?

1. Brainstorm 10 key points at your table

2. Write them into the pie chart template on your table

3. Present these to the whole group, or smaller groups if a large cohort

4. 'Win' a reward for each time the same item is mentioned

5. 'Win' a double reward if you have an item no one else has, and the group agrees it should be included

6. Store your pie chart for later reflection

Ready, Set, Assess!
AUSTRALIAN CURRICULUM - LANGUAGES
Professional Learning Program
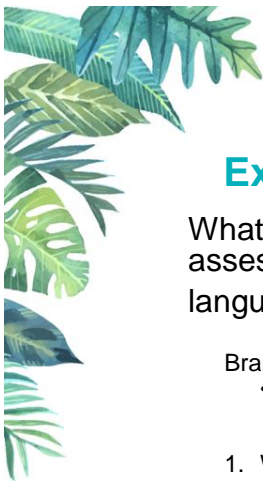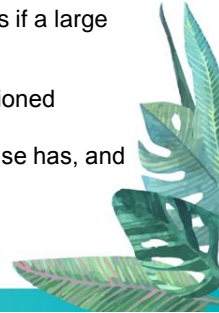
Experiences with Assessment

What are the major challenges you face in assessing
languages learning, in your context?

Brainstorm the top six challenges or issues at your table
   • You may wish to differentiate between generic and language-specific challenges and higher and lower order challenges

1. Write them into the pie chart

2. Share with the group

3. Modify your top six after the group discussion

4. Write these on the second pie chart at your table

5. Store your pie chart for later reflection