

Ready? Set? Plan!

////////////////////////////////////
AUSTRALIAN CURRICULUM - LANGUAGES
////////////////////////////////////

Professional Learning Program

WORKSHOP MATERIALS



AUSTRALIAN FEDERATION OF MODERN
LANGUAGE TEACHERS ASSOCIATIONS INC.

Ready? Set? Plan!
Professional Learning Materials

Cynthia Dodd
Kylie Farmer
Anne-Marie Morgan
Andrew Scrimgeour

© AFMLTA 2016



Ready? Set? Plan!

AUSTRALIAN CURRICULUM - LANGUAGES

Professional Learning Program

1



AFMLTA

The AFMLTA provides vision, leadership, representation, advocacy and support for quality teaching and learning of languages.

- **ADVOCACY / REPRESENTATION**
 - Federal Government
 - National Organisations (eg. ACARA, AITSL, ESA)
- **PUBLICATIONS**
 - Babel
- **PROFESSIONAL LEARNING**
 - Biennial Conference
 - National PL projects

- AFMLTA represents over 3,300 teachers of Languages nationally
- Membership of your MLTA gives you automatic membership of AFMLTA

CONTACT AFMLTA

- W: afmlta.asn.au
- F: www.facebook.com/afmlta
- Twitter: @afmlta
- E: secretary@afmlta.asn.au

2




AFMLTA Conference 2017

Save The Date!

- 6-8 July 2017
- Gold Coast, Queensland
- Further details: afmlta.asn.au

3



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.

*AFMLTA Professional Standards for Accomplished Teaching of Languages & Cultures
<http://pspl.afmlta.asn.au/doclib/Professional-Standards-for-Accomplished-Teaching-of-Languages-and-Cultures.pdf>

4



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


5



Links to Professional Standards...

AITSL/AFMLTA Standards aligned documents available on the AFMLTA website for:

- Chinese, French, German, Indonesian, Italian, Japanese and Spanish



6

Program Goals

01

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

02

To continue to stimulate engagement with and use of the AC:L in languages classrooms across Australia

03

To exemplify principles, processes and programs to begin planning with the AC:L

04

To promote teacher agency in working with the AC:L

7

Workshop Modules

Module 1

• From conceptual framings to principles for planning for the AC:L

Module 2

• Reviewing the structure, updating developments and considering implications for planning with the AC:L

Module 3

• Processes and considerations for planning with the AC:L

Module 4

• Principles for evaluating plans for the AC:L

Module 5

• Evaluating planning exemplars and developing teacher agency

8

Module 1

From concepts and approaches to principles for planning

CONCEPTUAL UNDERPINNINGS OF AC:L...

Through learning languages, students acquire

- *communication skills* in the language being learnt
- *an intercultural capability*, and an understanding of the role of language and culture in communication
- *a capability for reflection* on language use and language learning (of self and others)

(Overview: Rationale)

13

Module 1

From concepts and approaches to principles for planning

CONCEPTUAL UNDERPINNINGS OF AC:L...

▪ Learning languages *broadens students' horizons* for personal, social, cultural and employment opportunities in an increasingly interdependent world

▪ Despite status as a world language, *English only is not sufficient*

- *A bilingual or plurilingual capability* is the norm

▪ Interdependence means people in all spheres of life are required to *negotiate experiences and meanings across languages and cultures*

(Shape Paper)

14

Workshop Overview

9.00am	Welcome and Introduction
	Module 1
	Module 2
10.45 - 11am	Morning Tea
	Module 3
12.20 - 1pm	Lunch
	Module 4
	Module 5
	Reflection and Evaluation
4.00pm	Conclusion

9

Module 1

From conceptual framings to principles for planning with the AC:L

10

Module 1

From concepts and approaches to principles for planning

SUMMARY

▪ Right to engagement with two or more languages and cultures

▪ Focus on communication AND understanding

▪ Promotion of intercultural capability: reflective about own and others' language use, and processes for and contexts of meaning-making

▪ Role of language learning in building literacy and developing other general capabilities

▪ Recognition of diversity

▪ Engagement with plurilingual, interconnected global context

▪ Opportunities for engagement with and development of identity

15

Key projects and PL*: The last decade

Dates	National PL projects/initiatives	Content/outputs	Key concepts/foci
2008-2010	Intercultural language teaching and learning in practice (ILTLP) project (RCLC UniSA)	Australia-wide PL; website materials including discussion papers and teachers' programs	Intercultural language teaching and learning
2009-2012	Professional Standards Project (PSP) (AFMLTA, RCLC UniSA, MLTA)	Australia-wide PL in three phases; website materials including teachers' investigations	Professional standards for teachers of languages and cultures; intercultural pedagogies; learner diversity; assessment
2010-2012	Teaching and Learning Languages: A Guide (The Guide) (RCLC UniSA)	Book with national distribution; website materials including annotated program exemplars	Pedagogy; intercultural orientation; assessment; planning; learner diversity
2011-2013	Mentoring and reflecting: Languages Educators and Professional Standards (More Leaps) (AFMLTA, RCLC UniSA, MLTA)	Leadership PL; website including lead teacher investigations	Professional standards for lead teachers of languages; inquiry-focused leadership
2013-2016	Language Learning Space (LLS) (ESA)	Multiple projects to develop PL modules and online teaching resources for Asian languages	Online resources and PL; intercultural orientation; planning; language specificity
2009-2013	National Asian Languages and Studies in Schools Program (NALSSP) (DEWR; multiple stakeholders)	Nationwide programs to promote Asian languages/studies	Intercultural orientation; bilingual programs; pedagogies; language-specific focus; studies of Asia; in-school practice
2015	Ready? Set? Go! (AFMLTA)	Nationwide PL on ACL	ACL underpinning concepts; structure; teacher planning/experimentation

*A reading list is provided in the Ready? Set? Plan! booklet

16

Module 1

From concepts and approaches to principles for planning

AIMS OF MODULE 1

▪ Revisit underpinning concepts of *Australian Curriculum: Languages* (AC:L)

▪ Review summary of recent *literature, professional learning and approaches* to languages teaching and learning

▪ Consider:

- how the *literature informs our understanding* of and *connects* with the conceptual framing of the AC:L
- how this understanding can *guide planning* for languages teaching and learning in a *principled way*

▪ Concepts and approaches → Principles for planning

11

Module 1

From concepts and approaches to principles for planning

CONCEPTUAL UNDERPINNINGS OF AC:L

Learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

(Shape Paper)

12

Some key conceptual literature*: The last decade

Key concepts/themes in literature	Contributors (representative)
Intercultural language teaching and learning orientation	Fielding; Harbon; Kohler; Kramsch; Liddicoat; Moloney; Morgan; Scarino; Scrimgeour
Pedagogical stance; reflexive and inquiry-focused role of teachers of languages and cultures; aspirational standards; leadership qualities	Cochran-Smith & Lytle; Kumaravadivelu; Harbon; Kohler; Kramsch; Morgan; Saunders; Scarino; Scrimgeour
Challenging the monolingual mindset	Clyne; E. Ellis; Gearon; Hajek et al; Lo Bianco; Slaughter
From multiculturalism to plurilingualism; immersion and bilingual programs	Baker; E. Ellis; Fielding; Garcia; Hajek; Harbon; Larsen-Freeman; Lo Bianco; Morgan; Moloney
Translanguaging; superdiversity	Garcia; Pennycook; Vertovec
ICT and online resources; classroom flipping	Absalom; Dale; Larsen-Freeman; Spurrutt
Second language acquisition re-visioning	East; Ellis; Ortega
Content and Language Integrated Learning	Coyle; Cross; Farmer; Marsh & Maljers
Languages assessment	Elder; Knoch; McNamara; Scarino

*A reading list is provided in the Ready? Set? Plan! booklet

17

Major conceptual framings in literature

INTERCULTURAL LANGUAGE TEACHING & LEARNING ORIENTATION

▪ Connectedness of languages, cultures and learning

▪ Focus on learners' interpretation, meaning-making, and identity

▪ Recognition of prior understanding in developing new understandings

▪ Experiential, interactive and reflective learning

▪ Concept-based, shift from 'topics' focus

▪ Expanded view of 'tasks' to include processes for contextualised meaning

▪ Languages teachers as mediators of understanding and as reflexive inquirers

▪ Alternative assessment focus (tasks/processes and reflection)

18

Major conceptual framings in literature

DIVERSITY

Diverse purposes for learning languages

- language maintenance/engaging with a new language and culture/as mode of instruction for content learning

Diverse learners

- bringing variable individual semiotic resources, motivation and interests, identity issues

Diverse teachers

- relationships & experience with the target language, with Australian classrooms

Diverse learning contexts

- different entry points, progression and exit points
- different foci/program types (e.g. content-based learning, language as subject)
- diversity within systems, schools, classes

Diverse languages

- range of distinctive languages in school and community programs; translanguages

19

Major conceptual framings in literature

PLURILINGUALISM

- Challenging the monolingual mindset
- Recognition of need for plurilingual semiotic resources in interconnected and interdependent world
- Recognition of diversity in individuals in use of language and culture (semiotic) resources
- Less distinct boundaries between languages and cultures; increased translanguaging

20

From conceptual framings to programming

Connecting learning over time

- Sustained and integrated approach to learning
- Longitudinal, conceptual orientation to planning
- Building connections within and across lessons, modules, years
- Building upon learning in a coherent and development way
- A pace which accommodates learner needs, capabilities and engagement

25

Principles to take to programming and program evaluation

- Adopt an **intercultural orientation**
- Focus on **concepts and conceptual learning**
- Use a **dialogic, interrogative inquiry approach** (discussion for understanding)
- Program for **interactions and experiences**
- Include opportunities for **analysis and reflection**
- Provide a **bi/plurilingual learning environment**

(Informed by Liddicoat & Scarino, 2013)

26

From conceptual framings to programming

Use these conceptual foci and begin with

- intercultural language teaching and learning orientation
- recognition of diversity
- bi/plurilingualism
- the learner
- context of learning
- purposes for learning
- connecting learning over time

to develop a principled approach to programming

21

From conceptual framings to programming

The learner

Curriculum needs to be adapted to individual learners'

- personal language and culture background
- prior language learning experiences
- experiences with the target language (at home, in-country, at school)
- current and future intentions to learn and use the target language

22

Principles to take to programming and program evaluation

- Intercultural orientation**
 - Learning to communicate across languages and cultures
 - Exploring issues emerging when learners' language and culture is brought into contact with the target language and culture
 - Providing opportunities to notice, compare, interact and reflect on learning, on language and culture and their relationships, and on experiences of communicating
 - Dealing with complexities of language and cultural difference – a focus on recognising multiple interpretations as well as meaning making

27

Principles to take to programming and program evaluation

- Concepts and conceptual learning**
 - A focus on concepts – levels of abstraction beyond language: ideas, issues, values and beliefs
 - Promoting language learning as a means of gaining and sharing knowledge and understanding experience across languages, cultures and communities
 - Engaging in reasoning and abstract thinking about issues in language and culture learning and about linguistic and cultural diversity

28

From conceptual framings to programming

The learning context

- The program: mandated/elective; type (e.g. CLIL, immersion, language as subject)
- Time on task (frequency and intensity)
- Entry and exit points (duration)
- Continuity and transition points
- Pathways (learner background)

23

From conceptual framings to programming

The learning purpose

- Language maintenance
- Curriculum/school/system requirement
- Engagement with users of a language (e.g. as heritage language)
- Engagement with other languages and cultures
- Economic/career reasons
- Personal enrichment/choice

24

Principles to take to programming and program evaluation

- Dialogic, interrogative inquiry**
 - Plan for interactions
 - Focus on questions that encourage a process of inquiry and dialogue that leads to understanding
'responsive understanding' (Bakhtin, 1992)
 - Promote deep thinking

29

Principles to take to programming and program evaluation

- Interactions and experiences**
 - Approaching learning as social and experiential, for personal meaning making and to allow for interpretation of experience
 - Providing a range of interactions and experiences in and with the target language
 - Engaging with variability of contexts, purposes, interactants, etc
 - Engaging with language and culture as either performers in or analysers of interactions across cultures

30

Principles to take to programming and program evaluation

5. Analysis and reflection

- Recognising learners' roles as
 - Both analysers of language and culture in communication, as well as participants in interaction
- A focus on language as
 - An object of study (a code), as well as a resource for meaning making
- An awareness of others and their perspectives
- A capacity to be changed through analysis and reflection

31

Principles to take to programming and program evaluation

6. Bilingual/plurilingual/cultural environment

- Connecting understanding of
 - the target language system with learners' understandings of the English language
 - learners' own language and culture with the target language and culture
 - learners' current communicative experiences with their experiences in and with the target language

32

Module 2A
Curriculum documents

37

Module 2A: Curriculum documents

Australian Curriculum
Version 7.5



Version 8.1

Module 1 Reflection

Use the reflection pages to write yourself some notes from this module.
The following questions can be used as a guide.

- How do the conceptual ideas from the AC:L fit with your current planning approaches and your 'stance' as a teacher of languages?
- How do the conceptual ideas from recent projects and literature fit with your current planning approaches and your 'stance' as a teacher of languages?
- What gaps can you see in your own reading and inquiry that you would like to explore, to assist with planning and your own PL, so that you have more agency as a teacher of languages?
- How well do you think the list of principles to take to planning will suit your teaching context? Which principles are most in focus for you? Which are not, and why?

33

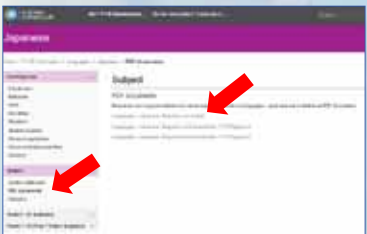
Module 2

Updating developments,
reviewing the structure, and
considering implications for planning
with the AC:L

34

Module 2A: Curriculum documents

SEQUENCE OF CONTENT PDF
(previously Scope and Sequence)



A summary document which includes

- Strands
- Sub-strands
- Threads
- Content Descriptions

39

Module 2A: Curriculum documents

Sequence of Content pdf (F-10/7-10)

40

Module 2
Updating, reviewing, considering implications for planning

AIMS OF MODULE 2

- To review design and structure of the curriculum
- To consider the implications of the curriculum structure on planning
- To consider how to link a context-specific teaching program to the AC:L at different levels of planning

35

Module 2
Updating, reviewing, considering implications for planning

KEY SECTIONS

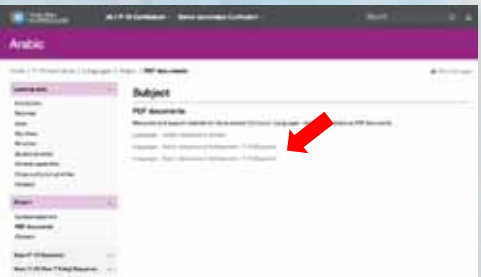
- A. Curriculum documents
- B. Curriculum structure, detail and implications for planning

36

Module 2A: Curriculum documents

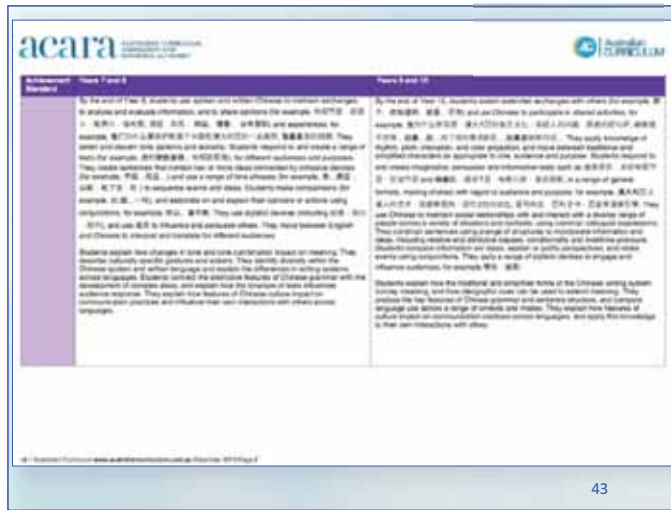
SEQUENCE OF ACHIEVEMENT PDF

- Summary of Achievement Standards across sequence



41

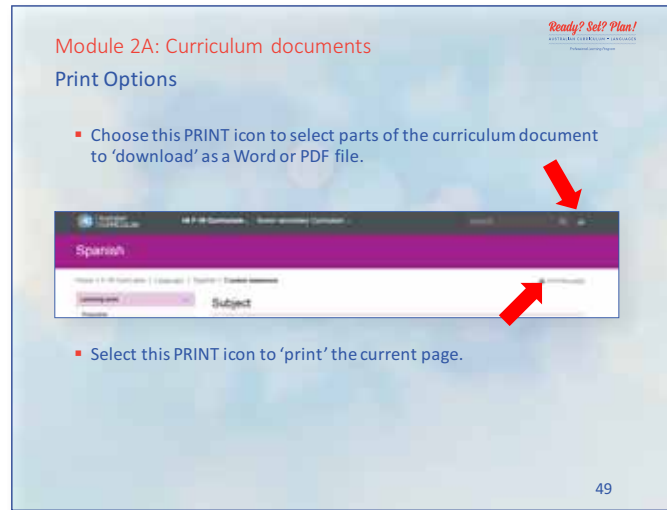
42



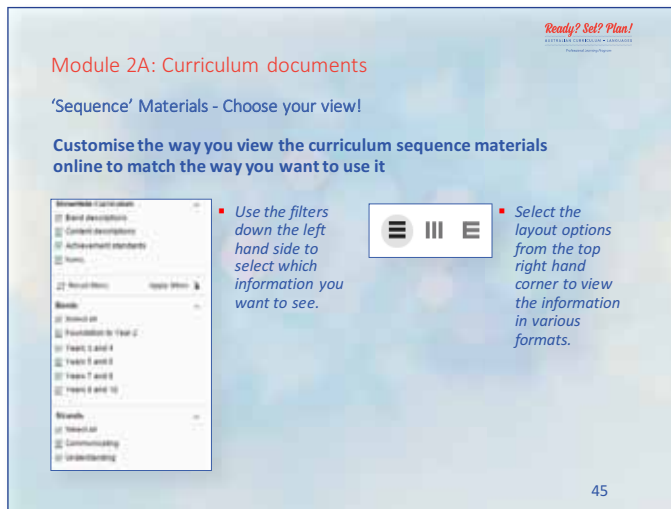
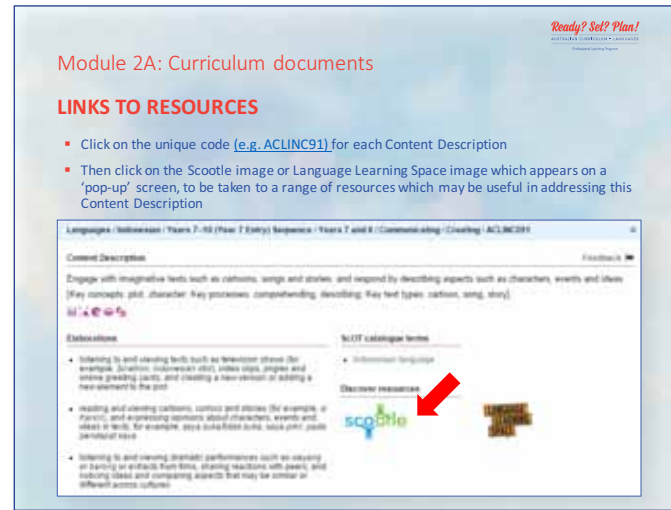
43



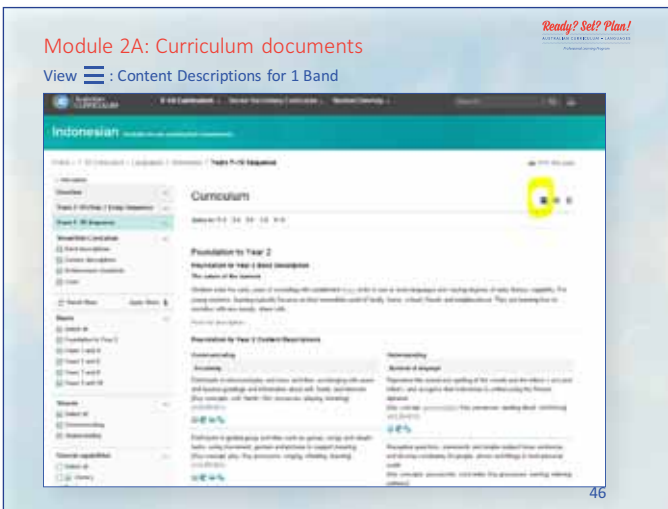
44



49



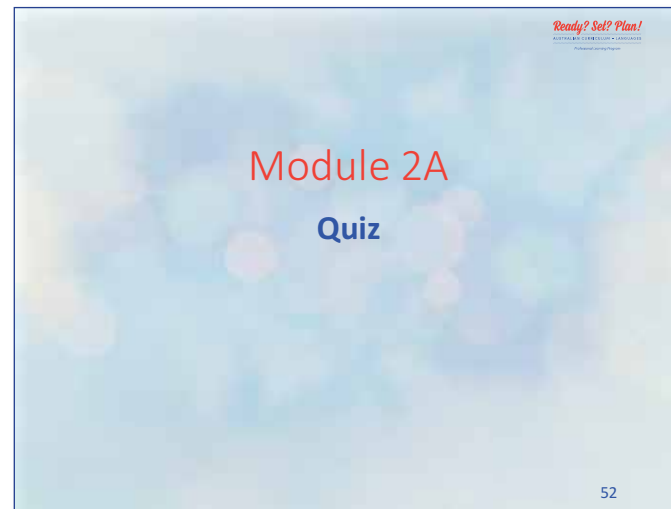
45



46



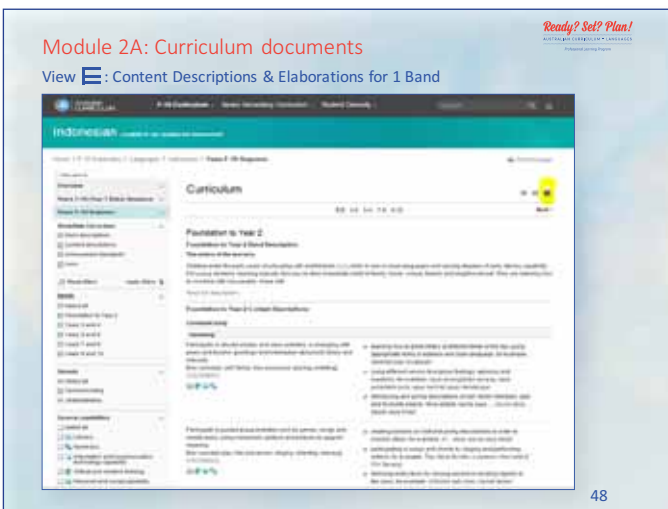
51



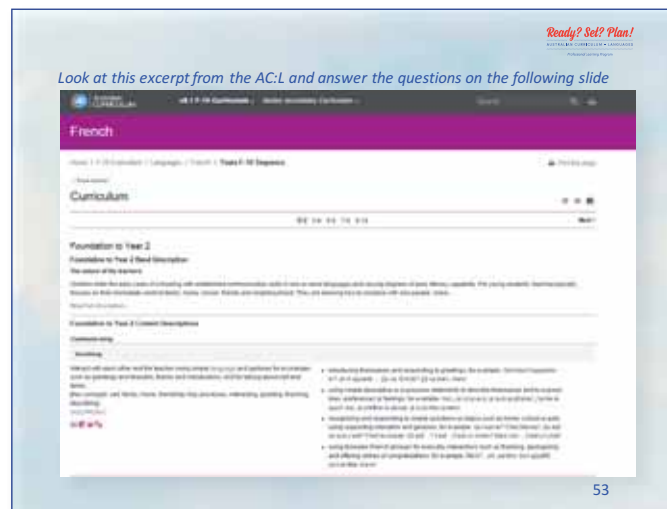
52



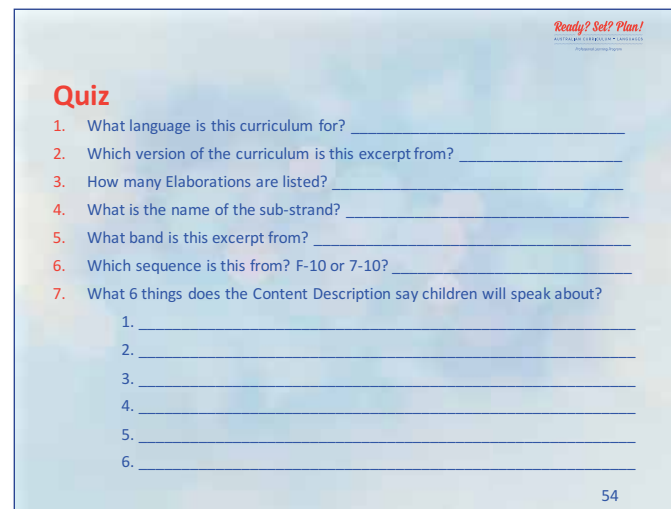
47



48



53



54

Quiz Answers

1. What language is this curriculum for? **French**
2. Which version of the curriculum is this excerpt from **8.1**
3. How many Elaborations are listed? **4**
4. What is the name of the sub-strand? **Socialising**
5. What band is this excerpt from? **F-2**
6. Which sequence is this from? F-10 or 7-10? **F-10**
7. What 6 things does the Content Description say children will speak about?
 1. **greetings**
 2. **farewells**
 3. **thanks**
 4. **introductions**
 5. **self**
 6. **family**

55

Module 2B

Implications for planning using the AC:L Exploring curriculum structure and detail

56

Module 2B: Implications for planning using the AC:L

Some broader issues

- **Time on task**
What are the implications for learners' capacity to reach Achievement Standard - when time on task is limited?
Variation from 'indicative hours' used for writing the curriculum
- **Different entry/starting points**
Which Pathway/s are relevant: F-10 or 7-10 – when learners enter the program at different year levels?
How can Content Descriptions and Achievement Standards be used when a language program does not begin at Foundation/Year 7?
e.g. Languages beginning at Year 5 or a Year 7 'language taster' course of a language in one term?
- **Others? Gather ideas on your reflection sheet as you work through the materials**

61

Module 2B: Implications for planning using the AC:L

Implications for planning using the AC:L in relation to curriculum structure and detail

1. Languages curricula and Pathways
2. Learning sequences and indicative hours
3. Bands of Learning and Band Descriptions
4. Strands, Sub-strands and Threads
5. Content Descriptions and Elaborations
6. Achievement Standards

62

Module 2B: Implications for planning using the AC:L

A note on implementation

Relevant curriculum and school authorities in each state and territory make decisions about the implementation of the Australian Curriculum in their schools

Source: http://www.acara.edu.au/curriculum/foundation_-_year_10.html (Accessed 22 January 2016)

More information about the implementation of the Australian Curriculum in each state and territory by curriculum and school authorities can be found on the 'Foundation – Year 10' page of the [ACARA website](#)

57

Module 2B: Implications for planning using the AC:L

Implementation: What the AC:L tells us

- The Australian Curriculum can be used flexibly by schools, according to jurisdictional and system policies and schedules, *to develop programs that meet the educational needs of their students and that extend and challenge students*
- Schools develop *tailored local curricula that meet the needs of their students*
 - either directly from the Australian Curriculum, in some states and territories
 - or from curriculum documents incorporating the Australian Curriculum, in others
- Schools implement the Australian Curriculum in *ways that value teachers' professional knowledge, reflect local contexts and take into account individual students' family, cultural and community backgrounds*

58

Module 2B: Implications for planning using the AC:L

1. LANGUAGES CURRICULA AND PATHWAYS

All Language Curriculum documents are now available on the *Australian Curriculum* website:

<http://www.australiancurriculum.edu.au/languages/preamble>

- For **French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish**, F-10 curricula for **SECOND LANGUAGE LEARNERS** (*dominant cohort* for that language in the current Australian context)
- For **Vietnamese, Arabic, Hindi & Turkish**, F-10 curricula for **BACKGROUND LANGUAGE LEARNERS**
- For **Chinese**, pathways have been developed for three learner groups: F-10 for **SECOND LANGUAGE/BACKGROUND LANGUAGE LEARNERS**; 7-10 for **FIRST LANGUAGE LEARNERS**

63

Module 2B: Implications for planning using the AC:L

Other frameworks

- A Framework for Aboriginal Languages and Torres Strait Islander Languages developed to cater for different learner pathways that also take account of the state of the particular language is now available
- A Framework for Classical Languages and the Auslan curriculum document will be released in 2016

Implications

- *What are the arrangements for providing curriculum in OTHER languages?*
- *What are the policies towards developing curriculum for other learner pathways in a particular language?*
- *What is the relationship between the Australian Curriculum and programs which offer more intensive learning opportunities, such as CLIL and Immersion programs?*

64

Module 2B: Implications for planning using the AC:L

Using AC:L in program development: Some considerations

- | How should a program relate to the AC:L? | What needs to be considered and included? | How might the plan be structured? |
|---|--|---|
| <ul style="list-style-type: none">▪ in relation to the 'architecture' of the AC:L▪ in relation to conceptual underpinnings | <ul style="list-style-type: none">▪ in relation to principles for planning quality programs▪ in relation to local/system requirements | <ul style="list-style-type: none">▪ to include conceptual/principled thinking▪ to address local/system requirements▪ to provide sufficient detail for self and others to use it |

59

Module 2B: Implications for planning using the AC:L

The main issue

In preparing a program of learning for a specific school site and learner groups:

- **How should an overall program be organised to include learning tasks and experiences using language that:**
 - are structured according to the **Sub-strands**?
 - refer to specific **Content Descriptions**?
 - are inspired by relevant **Elaborations**?
 - are designed to enable students to work towards the standard in the **Achievement Standard** for this year level or Band?

60

Module 2B: Implications for planning using the AC:L

2. LEARNING SEQUENCES

- The design of the AC: L provides for *different entry points* across Years F-10, reflecting current practice
- For **SECOND LANGUAGE LEARNER** and **BACKGROUND LANGUAGE LEARNER** pathways, there are two learning sequences:
 - F-10 sequence
 - Years 7-10 (Year 7 Entry) sequence
- For **FIRST LANGUAGE LEARNER** pathway, there is one learning sequence:
 - Years 7-10 (Year 7 Entry) sequence
- Achievement Standards for the end of Year 8 and the end of Year 10 in the F-10 sequence are not equivalent to the Achievement Standards at the end of Year 8 and the end of Year 10 in the Years 7-10 (Year 7 Entry) sequence

65

Module 2B: Implications for planning using the AC:L

Indicative hours guiding the writing of curriculum for Languages

Level	Allocation	Distribution	% of total teaching time/year
F-6	350 hours	For example: 75 mins/week F-6 OR 2hrs /week 3-6	5%
7-8	160 hours	2 hours / week	8%
9-10	A further 160 hours	2 hours / week	8%

Source: ACARA (2011) Curriculum Design Paper

Implications

How do I apply the curriculum if my time allocation doesn't meet the 'indicative hours' which guided the writing of the curriculum?

66

Module 2B: Implications for planning using the AC:L

3. BANDS OF LEARNING & BAND DESCRIPTIONS

Content and Achievement Standards are described in

- Band Descriptions provide a general description of language learning typical at particular year levels along F–10 continuum
- Bands of Learning along an F–10 continuum
 - F-Year 2, Years 3–4, Years 5–6, Years 7–8, Years 9–10 along a Year 7–10 continuum
 - Years 7–8, Years 9–10

Implications

- How do I apply a two year band of learning curriculum in planning for a year level – and module level program?

67

Module 2B: Implications for planning using the AC:L

4. STRANDS, SUB-STRANDS & THREADS

Strands → Sub-strands

- Strands
 - Content is organised in two interrelated strands: COMMUNICATING, UNDERSTANDING
- Sub-strands
 - Sub-strands reflect dimensions of language use and the related content to be taught and learned within each strand
 - Communicating: 5 sub-strands
 - Understanding: 3 sub-strands

68

Module 2B: Implications for planning using the AC:L

Sub-Strands and Threads (sample from Chinese)

COMMUNICATING STRAND

SOCIALISING	Socialising and interacting Taking action and transacting Building classroom language
INFORMING	Obtaining and using information Conveying and presenting information
CREATING	Participating in and responding to imaginative experience Creating and expressing imaginative experience
TRANSLATING	Translating and interpreting Creating and using bilingual resources
REFLECTING	Reflecting on the experience of intercultural communication Reflecting on identity and intercultural communication

73

Module 2B: Implications for planning using the AC:L

Sub-Strands and Threads (sample from Chinese)

UNDERSTANDING STRAND

SYSTEMS OF LANGUAGE	Sound and letter knowledge Grammatical and vocabulary knowledge Text structure and organisation
LANGUAGE VARIATION AND CHANGE	Language variation in practice Language change The nature, function and power of language
ROLE OF LANGUAGE AND CULTURE	Language culture and communication

74

Module 2B: Implications for planning using the AC:L

Communicating Strand: Sub-strands

Strand	Sub-strand	Description
Communicating: Using language for communicative purposes in interpreting, creating and exchanging meaning	Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.
	Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.
	Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.
	Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
	Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

69

Module 2B: Implications for planning using the AC:L

Understanding Strand: Sub-strands

Strand	Sub-strand	Description
Understanding: Analysing language and culture as a resource for interpreting and creating meaning	Systems of language	Understanding language as a system, including sound, writing, grammatical and textual conventions.
	Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.

70

Module 2B: Implications for planning using the AC:L

Implications of Strands, Sub-strands and Threads for planning

- How do I provide a balance and fair distribution of learning experiences across the sub-strands and threads - within a module and over time?
- Should learning experiences be sub-strand specific or should they integrate a number of sub-strands/threads?
- Are all sub-strands and threads of equal value? Should some be covered more often than others?

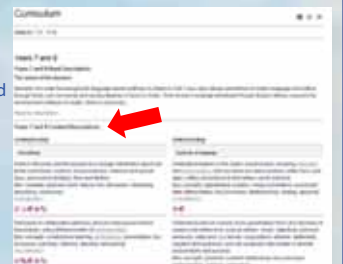
75

Module 2B: Implications for planning using the AC:L

5. CONTENT DESCRIPTIONS & ELABORATIONS

Content Descriptions

- describe the knowledge, understanding, skills, concepts, processes and text types that *teachers are expected to teach* and *students are expected to develop/learn* at that band level
- specify content to be taught in holistic and integrated way
- do not provide prescriptive directions for teaching
- are not 'learning outcomes'



76

Module 2B: Implications for planning using the AC:L

Sub-strands → Threads

- Threads
 - further differentiate Sub-strands to support the internal organisation of content in each Sub-strand
 - capture the range and variety of the scope of learning
 - provide a means for expressing the progression of content across the learning sequences

*Whilst the Strands and Sub-strands are the same across all languages, the *Threads vary across Languages*

71

Module 2B: Implications for planning using the AC:L

Threads: French F-10				
F-10 Australian Curriculum: Languages – French – Foundation to Year 10 Sequence				
Communicating				
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 and 4
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings, and participating in planning, negotiating, deciding and taking action.	Socialising and interacting	Interact with each other and the teacher using simple language and gestures for exchanges such as greetings and farewells, thanks and congratulations, and for talking about self and family.	Participate in routine exchanges such as asking each other how they are, offering useful and sharing information about aspects of their personal world.
		Taking action	Participate in quiet group activities using simple negative language to name, refuse, request, and transact.	Make statements, ask questions, and collaborate in shared tasks such as science experiments, cooking or craft activities, building, collecting or creating items.
		Building language for classroom interaction	Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, and giving and following instructions.	Follow the teacher's instructions and use simple questions, statements and gestures to support own learning, such as asking for help or permission or attracting attention.

72

Module 2B: Implications for planning using the AC:L

Examples of AC:L Content Descriptions – Key Concepts & Processes
Japanese - Years 7 and 8 Years F–10 Sequence

- Strand: Communicating, Sub-strand: Socialising**
- Thread: Socialising and interacting; Interact with others to share interests and experiences, exchange information and express opinions and feelings
 - [Key concepts: *lifestyle, communication, experience, opinion*]
 - Key processes: *interacting, recounting, responding, elaborating*
 - Thread: Taking action and transacting; Engage in activities that involve collaboration, planning, organising, negotiating and transacting
 - [Key concepts: *negotiation, transaction, presentation, instruction*]
 - Key processes: *planning, budgeting, comparing, sequencing*

A note on concepts

Concepts are the big ideas that students work with. The choice of the word 'concept' ... marks a shift from description to conception. The curriculum should invite students ... to consider how facts and features relate to concepts or principles.

For example, a description of a house can lead to a consideration of the concept of 'home' or 'space'.

This shift is necessary because it is concepts that lend themselves most fruitfully to intercultural comparison and engage learners personally in reflection and make deeper connections in learning.

The descriptions of concepts and processes are illustrative. They should be seen as neither comprehensive nor exhaustive.

(Australian Curriculum: Languages F–10–Curriculum Design Paper [2013] p.16)

77

Module 2B: Implications for planning using the AC:L

Examples of AC:L Content Descriptions – Level of language and content specificity
Japanese - Years 7 and 8 (F–10 Sequence)

Socialising

- Interact in classroom routines and exchanges *such as asking and responding to questions, requesting help, repetition or permission, following instructions, or giving praise and encouragement*

Informing

- Locate key points of information *in a range of texts and resources and use the information in new ways*
- Present factual information about aspects of Japanese and Australian lifestyles in *spoken, written and digital forms*

78

MODULE 2 - AFMLTA *Ready? Set? Plan!*

Australian Curriculum: Languages Professional Learning Program

Module 2B: Implications for planning using the AC:L

Implications of Content Descriptions

Key concepts and processes

- What are the purpose of these concepts and processes – if the content descriptions are prescriptive – what am I to do with these aspects?

Level of language and content specificity

- How can I adapt these content descriptions to give them more content and language specific relevance – to my language, my learners and their current state of learning?

79

Module 2B: Implications for planning using the AC:L

5. CONTENT DESCRIPTIONS & ELABORATIONS

Elaborations

- provide examples of aspects of each content description: illustrations, descriptions or examples to indicate *possibilities for teaching*
- are intended as complementary support material
- are neither comprehensive nor prescriptive
- are not 'learning outcomes'

80

Module 2B: Implications for planning using the AC:L

Achievement Standards: An holistic statement

- Achievement Standards ... describe the learning expected of students at each year level or band of years
- Each achievement standard is described in two paragraphs. Typically, the first paragraph describes what students are expected to understand, and the second paragraph describes what students are expected to be able to do *having been taught the curriculum content*.
- The Achievement Standard for each .. band should be read as a whole (that is, the 'understanding' and 'skills' paragraphs are read together) and *in the context of what is to be taught (content descriptions) for that year or band*
- The achievement standard also allows teachers to monitor student learning and to make judgments about student progress and achievement

85

Module 2B: Implications for planning using the AC:L

Implementation: What the AC:L tells us about using the Achievement Standards in planning

- The Australian Curriculum *Achievement Standards* are an important focus for teachers in initial planning and programming of teaching and learning activities
- They provide teachers with a statement of learning expected of students at the end of a year or band of years, and assist in developing teaching and learning programs
- Teachers use the Australian Curriculum Achievement Standards and content to identify current levels of learning and achievement, and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students
- Teachers develop teaching programs designed to build on current learning. In each class, there may be students with a range of prior achievement (below, at or above the year level expectations).

86

Module 2B: Implications for planning using the AC:L

Examples of AC:L Content Descriptions and Elaborations for Communicating: Socialising; and Understanding: Systems of Language (extract from Japanese Year 7-8)

Socialising: Content description:
Interact with others to share interests and experiences, exchange information and express opinions and feelings

Content Elaborations

- engaging in face-to-face or online discussions with peers and other Japanese-speaking contacts about shared interests and experiences, such as sport, food, study or music, for example, からてをしますか。いいえ、でも好(す)きです。
- expressing opinions such as サーフィンはカッコいいです。えいがはたのしいです。
- recounting experiences such as holidays, special events or celebrations through email or face-to-face conversations, for example, どこでパーティーをしましたか。だれときましたか。
- sharing and comparing information about teenage life, daily routines and responsibilities, for example, わたしはうちからがっこうまであるきます。でも、友(とも)たちはバスで行きます。

Systems of Language: Content description
Understand how to control elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, and recognise the systematic nature of verb conjugation

Content elaborations

- further developing metalanguage to describe & increase control of grammatical concepts & language elements, such as noun modifiers or speech styles
- describing daily routines / Schedules for a week, using a range of particles to form sentences, for example, 六時(ろくじ)に うちで 兄(あに)と ごはんを食(た)べます。
- using い and な adjectives in the present tense, for example, おいしい、たのしい、しずかな、 and negative forms, for example, 高(たか)くない
- understanding that the exact word order of noun phrases is not important as long as they appear before the verb & are accompanied by correct particles
- understanding the role of sentence-ending particles in conversation, such as ね for confirming or expecting a response and よ for emphasis

81

Module 2B: Implications for planning using the AC:L

Examples of AC:L Content Elaborations

Number of elaborations per strand:

- Communicating a total of 64 elaborations
- Understanding a total of 42 elaborations

(sample: Year 7-8 Japanese)

Strand Communicating: Content Descriptions, Threads & number of elaborations	
Sub-strand	Number of elaborations per thread
Socialising 23 threads	• Socialising and interacting (8)
	• Taking action and transacting (5)
	• Building classroom language (6)
Informing 10 threads	• Obtaining and using information (2)
	• Conveying and presenting information (2)
Creating 11 threads	• Participating in and responding to imaginative experience (5)
	• Creating & expressing imaginative experience (6)
Translating, 10 threads	• Translating and interpreting (5)
	• Creating and using bilingual resources (5)
Reflecting 10 threads	• Reflecting on the experience of intercultural communication (2)
	• Reflecting on identity and intercultural communication (2)
Strand Understanding: Content Description Threads & number of elaborations	
Sub-strand	Number of elaborations per thread
Systems of language 26 threads	• Sound and letter knowledge (4 & 5)
	• Grammatical and vocabulary knowledge (12)
	• Text structure and organisation (6)
Language variation and change 10 threads	• Language variation in practice (4)
	• Language change (6)
The role of language and culture 6 threads	• The nature, function and power of language (6)
	• Language culture and communication (6)

82

Module 2B: Implications for planning using the AC:L

Implications of Achievement Standards

- How do I integrate the Achievement Standards into my planning processes?
- If they are to be read 'as a whole' how do I monitor and record progress towards achieving these standards?
- What format might best allow me to check or monitor progress – over time?

87

Module 2B: Implications for planning using the AC:L

Linking the AC:L Achievement Standards and planning processes

- Attend to Sub-strands over time – recursive, dynamic engagement
- Acknowledge the bilingual nature of language learning – appreciate the role of both languages & cultures when eliciting understandings and abilities
- Assess progress against short term and longer term goals – regularly, and in diverse modes or contexts
- Connect with the AC:L Achievement Standards over time – not against a single assessment event
- Achievement standards are based on a desired notion of time on task and learner background – future work sampling across tasks, contexts, time on task etc will improve our understanding of standards for each language

88

Module 2B: Implications for planning using the AC:L

Implications of Elaborations

Elaborations provide examples of aspects of each content description to indicate possibilities for teaching

- How can I adapt these examples to suit each specific module in my plan and yet ensure sufficient coverage over the longer term?
- Do they provide me opportunities to enrich my plan with more conceptual, more intercultural approaches to teaching and learning?
- Do they provide me with evidence of how to create more experiential learning opportunities in the language for my learners?

83

Module 2B: Implications for planning using the AC:L

6. ACHIEVEMENT STANDARDS

Achievement Standards describe

- what students are typically *able to understand and do*
- expected achievement with emphasis on the depth of conceptual understanding and the sophistication of skills
- the quality of expected learning

* For each language the achievement standards will be accompanied by portfolios of annotated work samples that illustrate the expected learning (available 2017)

84

Module 2B Reflection

Use the reflection pages to write yourself some notes from this module section. The following can be used as a guide.

Go back over the slides in Module 2B and identify:

- 2-3 'implications' questions/issues that are relevant to your context. Discuss these with others at your table, and note ways you might address these concerns.
- Which aspects of the curriculum are most 'familiar' to you? How are you attending to these in your planning?
- Which aspects of the curriculum are most 'unfamiliar' to you (e.g. the idea of 'achievement' rather than 'outcome')? How do you think you can work with this aspect to meet the requirements of the curriculum? What might you need to adapt?
- How familiar are you with 'navigating' the online curriculum? Which 'view' works best for you? How do you think you will use the online curriculum?
- How useful are the links to other resources? Discuss with others at your table.

89

Morning Tea

90

Module 3

Processes and considerations for planning with the AC:L

91

Module 3

Key Sections

A. Layers of planning

B. Ways in to planning

92

Module 3A: Layers of planning

1. MACRO LEVEL PLANNING

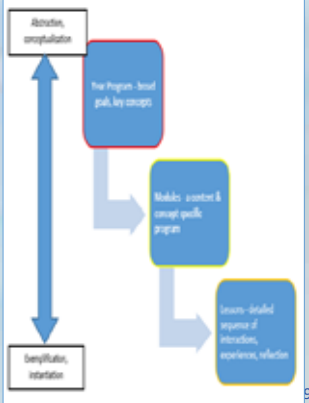
Long term program, a full learning sequence for specific groups of learners in one school context over a band or year

2. MESO LEVEL PLANNING

Modules (term or unit) representing a focussed sequence of related learning experiences for a specific class

3. MICRO LEVEL PLANNING

Lesson plans, highly context specific, focussed on dialogue and enquiry based learning experiences for groups of learners in or a whole class



97

Module 3A: Layers of planning

1. MACRO- BAND/YEAR LEVEL PLANNING

- A full teaching-learning-assessing sequence for specific groups of learners in one school context
- An **overview** of content – what concepts, content areas and language structures and features learners will engage with over the year
- An overview of experiences - how learners will learn to talk about and learn to do in and with the target language and culture over the year
- An overview of assessment – how learners progress and achievements will be measured over the year
- Key principles – concept-based, holistic, connected, breadth, sufficiency, relevance

98

Module 3

Issues in program development

- What is the purpose of your plan? Who will read it and why?
What do you really need to include to be sure the program is appropriate?
- What level of detail is necessary in a program for a band/year level, semester/term, or a module?
What should it provide in order to be effective, yet not unnecessarily detailed?
- What format will best structure the detail required?
How should the program relate to the AC:L?

93

Module 3

Features of Planning

SCOPE, SEQUENCE & ASSESSMENT SCHEME

Scope

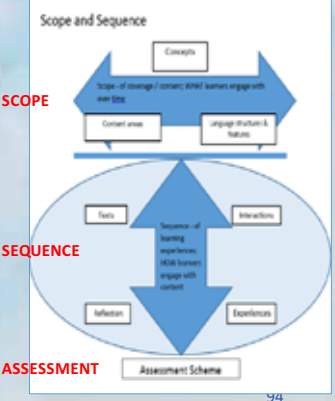
- Concepts
- Content areas
- Language structures and features

Sequence

- Texts, Interactions
- Experiences, Reflection

Assessment scheme

- Range of tasks / experiences related to recent learning experiences and progress over time



94

Module 3A: Layers of planning

MACRO- BAND/YEAR-LEVEL PROGRAM LINKS TO THE AC:L

REQUIRES:

- A reflection of
 - the **Band Description** - as appropriate to year level, learning context, learner group
- An orientation toward
 - Achievement Standards** (in first OR second year of learning OR both)
- A refinement of
 - Strands and Sub-strand **Content Descriptions**
- Scope**
 - concepts linking program, content areas through which concepts are addressed, overview of language structures and cultural features to be introduced
 - includes key CDs covered during the year
- Sequence**
 - a summary of key learning and communication experiences (CDs) in a developmental sequence - to be further elaborated through series of modules/units to provide a higher degree of specificity to concept, content, context (text-type, audience etc)
- Assessment**
 - scheme of key assessment events across the entire program encompassing all sub-strands if possible, in an integrated fashion

99

Module 3A: Layers of planning

2. MESO - MODULE (TERM/UNIT) PROGRAM

Each module represents a focussed sequence of related interactions and experiences for a specific learner group. This sequence:

- Is conceptually organised and interrelated, constituting an elaboration of the year level program, oriented toward a particular concept or content area
- Provides a succinct, but concept/content specific outline of what will be learned, when, and how, and how progress/achievement will be monitored
- Observes key principles – explicit links to year plan, conceptual development of language, culture and communication, a focus on learning interactions and communication experiences, and personal reflection
- Is often planned in relation to a predetermined sequence of language content, communicative activity and exercises outlined in a textbook

100

Module 3A

Layers of planning

95

Module 3A: Layers of planning

AIMS

- To review the layers of planning for developing learning over time
- To provide some possible structures for developing plans at different levels

keeping in mind the importance of knowing your learners in order to plan effectively

96

Module 3A: Layers of planning

MESO (MODULE/TERM/UNIT) PROGRAM LINKS TO THE AC:L

REQUIRES

- A refinement and elaboration of **Content Descriptions** from **targeted sub-strands** as appropriate to concepts and content area and communication goals, and a reflection of the **Content Elaborations** in terms of the nature of intended learning interactions and communication experiences
- Scope**
 - A detailed outline of concepts, content areas and language structures and features to be introduced/covered in the module
 - A summary of specific Content Descriptions as key communication goals, made concept- and content area-specific
- Sequence**
 - A sequence of key learning interactions, communication experiences and reflections, incorporating language features, cultural concepts and texts related to core concepts and content area
 - Presented in the form of concept/content-specific **Elaborations**
- Assessment**
 - Specific** assessment items/events aligned to **identified** substrands (CDs), contributing data toward longer term reporting against **Achievement Standard**

97

Module 3A: Layers of planning

3. MICRO - A SEQUENCED PROGRAM OF LESSON PLANS

- Highly context specific, focussed on dialogue and inquiry-based learning interactions and communication experiences
- Detailed and differentiated learning interactions and experiences
- Providing clarity of purpose, context, texts as sources of linguistic and cultural input, processes of interaction and enquiry, communicative experiences and reflection
- Key principles – a focus on planning for interaction
- On ways of engaging learner in discussion and reflection on language culture and communicating across cultures,
- On learner interpretation and meaning making in the context of language learning and using,
- On appreciating culture in the context of communication across contexts and communities,
- On language as both a resource for meaning making and as an object of analysis

102

Module 3A: Layers of planning

MICRO (LESSON-LEVEL) PLANNING LINKS TO THE AC:L

REQUIRES

- Detailed elaborations of engagement in meaningful communication in the context of classroom interaction
- Scope
 - specific to concept, content and context to be explored
 - texts to be used, language structures and features to be discussed
- Sequence
 - Elaborations of learning interactions, communication experiences, personal reflection, aligned to specific sub-strands / threads,
 - key questions to be used to engage learners in thinking about, talking about and reflecting on concepts encountered in the context of communication experiences
 - Scaffolds and supports to be used to assist / maximise learners engagement with concepts, texts, task etc
- Assessment
 - preparing for or undertaking nominated assessment events

103

Module 3A: Layers of planning

NANO (MINI-LESSON-LEVEL) PLANNING LINKS TO THE AC:L

REQUIRES

- Sequence
 - Elaborations of detail of small section of lesson, linked to content elaborations
 - Learning interactions if occurring (may be teacher presentation), communication experiences, links to threads, as applicable
 - Scaffolds and supports to be used (if any)
- (Possibly) Assessment
 - Preparing for or undertaking nominated assessment events/processes

104

Module 3A: Layers of planning

RECONCILING AN ASSESSMENT SCHEME TO THE AC:L CONTENT DESCRIPTIONS

Sample assessment scheme reconciling sub-strands across modules

Strands / term assessments	Term 1	Term 2	Term 3	Term 4	Annual
Strand Communicating:					
Socialising	✓			✓	✓✓
Informing		✓	✓		✓✓
Creating					
Translating		✓		✓	✓✓
Reflecting	✓	✓	✓	✓	✓✓✓
Strand Understanding:					
Systems of language	✓	✓	✓	✓	✓✓✓
Language variation & change	✓			✓	✓✓
The role of language & culture			✓	✓	✓✓

109

SAMPLE PROFORMAS

- Long term programming
- Module programming
- Lesson planning

110

Module 3A: Layers of planning

ASSESSMENT AND REPORTING AND THE AC:L

Key principles in ASSESSING PROGRESS in language learning and using

A focus on learners'

- interpretation and meaning making
- connections between own language culture and identity and that of others
- learning as dynamic, developmental and individual
- achievements understood in the context of learners' background and experience, prior learning and achievements over time
- reflection on engagement with language and culture and experiences of communicating
- conceptual understandings of language, culture and communication

105

Module 3A: Layers of planning

LAYERS OF PLANNING - CONCLUSION

Key principles in ASSESSING PROGRESS in language learning and using

- A program – a focussed and coherent representation of learning priorities over time at different levels of conceptualisation and exemplification
- A set of *opportunities* for learning linked to curriculum intentions
- An organiser focussed on building connections for conceptual, experiential, reflective learning
- A focus on learners, on interactions, on purposeful use of language, over time
- A set of *intentions*- based on understandings of learners and their future needs

106

LONG TERM PROGRAMMING

Planning at this level includes the overarching intentions and major content (language and content) and learning goals of the program.					
Module/Strand	Term 1	Term 2	Term 3	Term 4	Annual
Communicating					
Understanding					
Language variation & change					
The role of language & culture					
Assessment					
Reporting					

111

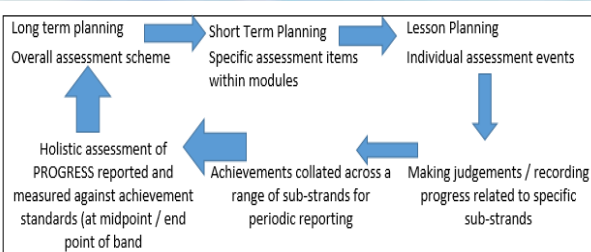
MODULE PROGRAMMING

Planning at this level involves a specific focus for a concept or topic (major content) of learning, in the context of the AC:L content descriptions and learning goals.					
Module/Strand	Term 1	Term 2	Term 3	Term 4	Annual
Communicating					
Understanding					
Language variation & change					
The role of language & culture					
Assessment					
Reporting					

112

Module 3A: Layers of planning

Relating planning to assessing over time



107

Module 3A: Layers of planning

RECONCILING AN ASSESSMENT SCHEME TO THE AC:L CONTENT DESCRIPTIONS

Sample assessment scheme reconciling assessment items to key sub-strands

Sequence	Assessment item	Communicating	Understanding
Term 1	Social interaction (oral)	Socialising	systems
	Analysis of Languages: reflection	reflecting	systems
Term 2	Informing (writing)	informing	Systems
	Translation of texts & reflection	translating	systems
Term 3	Informing (oral)	informing	Systems
	Reflection on native speaker interactions (L&C)	reflecting	role of L&C
Term 4	Personal Social interaction (oral)	Socialising	Systems
	translating oral interaction & reflection	translating	systems
		reflecting	variation

108

LESSON PLANNING

Planning at this level involves a specific focus for a concept or topic (major content) of learning, in the context of the AC:L content descriptions and learning goals.					
Module/Strand	Term 1	Term 2	Term 3	Term 4	Annual
Communicating					
Understanding					
Language variation & change					
The role of language & culture					
Assessment					
Reporting					

113

Module 3A Activity

- Spend some time looking over the three planning templates provided. How useful are these for you in your context? What is new or different about them? Will they meet your planning needs?
- Compare your own planning documents (if brought to the workshop) with the provided planning templates.
 - What is similar, the same, substantially different?
 - What requirements of your own context (e.g. school planning templates, IB curricula, UbD elements, syllabus fields) are additional and/or complementary?
 - Can you reconcile how the AC:L will 'fit' into these documents you are required to use?
 - Where will the AC:L elements (CDs, Es, ASs, intercultural aims, etc) be placed in your forms?
 - Will your forms allow the conceptual underpinnings of the AC and current literature/practices to be realised? If not, how might you include these?

114

Module 3B
Ways in to planning

115

Module 3B: Ways in to planning

AIMS

- To review ways into planning explored in Ready?Set?Go! program
- To consider planning cognisant of underpinning concepts and principles of AC:L and current theory and practice

116

Module 3B: Ways in to planning

Planning should respond to variability of

- Context (teacher, learners, school/system, program type)
- Purposes for language learning
- Language being learned
- Timeframes (regularity/length of lessons, years of learning)
- Texts and materials (resources including textbooks, texts, stimulus materials and ICT and media capability)

117

TOP DOWN

Begin with big picture/concepts/guiding questions

'Overlay' or map the question/concept onto the curriculum

Identify relevant Content and Achievement

Build program from this starting point

Bottom Up

Build language knowledge from specific starting point: letters/characters, parts of speech, vocabulary banks, grammar forms, whole texts

Focus on an aspect of language (e.g. word order, use of gender)

Identify specific CDs and ASs to address language aspect, design program/unit from this starting point

118

FROM A TEXT OR RESOURCE

- Identify strands and sub-strands, CDs and threads/elaborations, ASs relevant to text/resource
- Design and build program from this starting point

Can Use Variety of Approaches

- Inside out or outside in
- Top down or bottom up

Can Use Variety of Text/Resources

- Text of your/student choice
- Textbook extract

121

ORACY FIRST FOCUS

- Identify and work from oracy-focused threads, CDs, elaborations, and ASs

WRITING (LITERACY) FOCUS

- Identify and work with literacy-focused threads, CDs, elaborations, and ASs

COMBINED SKILLS FOCUS

- Even or uneven progress (e.g. are oracy skills ahead of writing skills?)
- Work with whole curriculum, select relevant CDs, threads, elaborations, ASs, using desired planning approach

122

Module 3B: Ways in to planning

Program Types

- Language as subject (current major focus of AC:L)
- Bilingual programs
 - range of immersion, additive/subtractive models
 - Content Language Integrated Learning (CLIL) models
- Pluri/poly-lingual programming (including translanguaging)
- With social studies/culture-focused program

How will you use the AC:L to suit program type needs?

How will you supplement/adapt the AC:L to your needs?

Who else is working in this way? Networking

123

Module 3B Reflection

Use the reflection pages to write yourself some notes from this module. The following questions can be used as a guide.

- Which 'ways in' to programming are most familiar to you?
- Which other ways would you like to explore?
- What kinds of adaptation might be needed for working with the AC:L?
- What networks can you draw on to explore alternative planning approaches?
- Are some of these 'ways in' of interest to other teachers in your school? How might you introduce these in team/staff meeting discussions?

124

YOUR CONTEXT OUTSIDE IN

Begin with AC:L, create new program
Work from the AC:L for your language, year/band/entry level, pathway, to generate ideas and then design and build a full program for your context

YOUR CONTEXT INSIDE OUT

Begin with current planning in your context, adapt to AC:L
'Audit' your program against the relevant AC:L document, find synergies/matches/gaps, design revised program
Consider 'affordances' of the AC:L and how these might change your thinking about planning and teaching

119

FORWARD DESIGN

Begin with Strands, Sub-strands, Content Descriptions, Threads, Elaborations, key processes

Build to Achievement Standard

What content is important in the two Strands

How can I develop this into a program and design assessment to meet ASs?

BACKWARD DESIGN

- Begin with Achievement Standards
- Work back to CDs and Es, Sub-strands and Strands
- What do you want learners to learn/achieve?
- What are the steps from achievement, back to teaching content?

120

Module 4
Principles for evaluating plans with the AC:L

125

Module 4

Aim

- To consider processes for evaluating sample plans based on guiding principles

126

Module 4

GUIDING PRINCIPLES FOR PLANNING WITH AC:L

A focus on

1. An intercultural orientation
2. Concepts and conceptual learning
3. Dialogic inquiry
4. Engagement with interactions and experiences
5. Analysis and reflection
6. The bilingual learning environment

(*These are the principles introduced in Module 1)

127

Module 4

PROCESSES FOR EVALUATING SAMPLE PLANS

Two components

1. To identify features of program **STRUCTURE**
HOW the AC:L is represented in the plan

This process identifies HOW the AC:L is incorporated in planning – it identifies explicit references within the plan, and any implicit links showing how the AC:L is applied within the sequence of activities or in assessment tasks etc. It evaluates evidence of how the teacher planned for coverage of the strands, and how that was represented.

This analysis is done by coding the program, section by section, then the features of each section are elaborated on the evaluation sheet.

2. To highlight features of 'quality'- based on the set of six guiding principles

This process of evaluation of program **CONTENT** (rather than structure/organisation), is done using the six guiding principles outlined in this module. The evaluation proceeds principle by principle, making reference to the sections of the plan where each principle is evident.

128

Module 4 Reflection

Use the reflection pages to write yourself some notes from this module section. The following questions can be used as a guide, and will assist in working on Module 5.

1. How useful are the evaluation templates for evaluating your own programs?
 - Can you identify structural elements that address the AC:L?
 - Can you identify content elements that address the criteria for 'quality' programming?
2. How useful are the evaluation templates for evaluating other programs? (This is the focus of Module 5)

133

Module 5

Evaluating planning exemplars

134

Module 4

EVALUATION PROFORMA (STRUCTURE & CONTENT)

Program Title Language: _____ Year level(s): _____	Program Evaluation Part Two Evaluation of program content based on a set of principles
Continual information Program Evaluation Part One Identifying how the AC:L is represented in the plan	1. IC orientation
Section A	2. Conceptual (themes)
Section B	3. Dialogic (inquiry)
Section C	4. Interactions - meaning making (strand one)
	5. Analysis & reflection (strand two)
	6. Bilingual (moving between)

129

Module 4

Sample evaluation - Chinese, Year 10 (S. Andrews) Teacher program

IC orientation	Conceptual (themes)	Dialogic (inquiry)	Interactions - meaning making (strand one)	Analysis & reflection (strand two)	Bilingual (moving between)
1. IC orientation	2. Conceptual (themes)	3. Dialogic (inquiry)	4. Interactions - meaning making (strand one)	5. Analysis & reflection (strand two)	6. Bilingual (moving between)

130

Module 5: Evaluating planning exemplars

- In groups (language/year level, or mixed), select one program (excerpt) that you would like to discuss together
- Evaluate it yourselves using the blank evaluation forms
- Read the evaluations provided in the booklet. Compare your evaluation with these
- Look at a couple of different examples of program exemplars (e.g. the excerpt from a textbook, or a program from a different 'system', language or year level). What can you learn from looking 'across' the set of evaluations?

Reflection

- What can you take from these planning exemplars, evaluation forms and evaluation examples, to your own practice?
- How does having some examples and guidelines to planning empower you (give you agency) to work with the AC:L in your context?

135

Feedback Survey & Certificates

- We would value your feedback on this Professional Learning program and encourage you to complete the Survey Monkey via the following link:
<https://www.surveymonkey.com/r/AFMLTARSP>
- Completion of the survey will also generate your Certificate of Participation to recognise your involvement in this program.

Thank you
AFMLTA

136

Module 4

EVALUATION 1 (STRUCTURE)

Chinese Year 10 (S. Andrews) Context & learner background - private Girls school, predominately L2 learners (year 8 beginners) There are two docs - A) a teachers plan (as required by school) and B) a student program (as shared with class), using prescribed UoD planning structure.	
A) Teachers Plan	
Part One: Identifying features of HOW the AC:L is represented in the plan - either explicitly or implicitly	
Section A - overview checklist of school values, AC capabilities/priorities, & sub strands	Section A shows how the plan summarises / highlights aspects of the AC:L (capabilities, priorities, sub strands) in relation to the unit plan. Note most sub strands are cross referenced to the content of the unit.
Section B UoD Stage 1 - Desired results, & Knowledge & Skills	The left side of the table highlights intercultural features (Gen capabilities) The right side of table Knowledge & Skills is represented by AC:L Content descriptions by Sub strand. It provides a list of selected CDs, setting a benchmark for content expectations in the detail (Section C) that follows. Note not all CDs are included
Section C UoD stage 2 - performance tasks	The list of tasks does not include explicit links to the AC:L, but does implicitly cover a range of sub strands (see the student plan for more on this)
Section D - UoD Stage 3 - learning & Teaching plan	This section highlights those features of the AC:L, Achievement Standards which are attended to in implementing the plan - to give a benchmark for what is to be taught and how Achievement will be measured against the standard. The specific statements from the Achievement Standard that will be addressed and assessed are highlighted.

Module 4

EVALUATION 2 (CONTENT)

A) Teachers Plan	
Part Two: Evaluation - based on principles	
1. IC orientation	The intercultural orientation of the plan is evident in several places; In Section B the deep understandings and Essential questions encourage students to explore the relationship between culture & identity, and to consider how celebrations differ across cultures. In Section C a number of the tasks display an intercultural orientation as students compare and reflect on celebrations across cultures. In section D, extracts from the achievement standards (sentences 3, 2a, 2b) all display a focus on language & culture and their relationship.
2. Conceptual (themes)	In Section B the deep understandings and Essential questions highlight an overarching, conceptual focus to learning in this unit.
3. Dialogic (inquiry)	In Section B the Essential questions also display a focus on enquiry, as the driving force behind exploration of language and culture in this unit.
4. Interactions - meaning making (strand one)	In section C the performance tasks focus on personal meaning making in language. There are five interactional tasks (see dialogues) but there is a constant focus on sharing or communicating personal insights and ideas about celebrations throughout tasks involving real or imagined experiences across cultures.
5. Analysis & reflection (strand two)	The tasks in section C are predominantly focussed on the Communicating strand, underpinned by explorations of language and understanding of systems of language (sub strand 2.1) & the role of language & culture (sub strand 2.2). These are more evident in the student program.
6. Bilingual (moving between)	In section 3C tasks 1, 4 & 5 require bilingual responses. In section D the highlighted statement D3 also emphasises the importance of moving between languages then translation or bilingual representations of ideas.

132

Project websites

Australian Federation of Modern Language Teachers Associations (2012). *Mentoring and reflecting: Languages Educators and Professional Standards (More Leaps)*, <http://moreleaps.afmlta.asn.au/>, retrieved 20 January 2016.



Australian Federation of Modern Language Teachers Associations (2012). *Professional Standards Project (PSP)*, <http://pspl.afmlta.asn.au/>, retrieved 20 January 2016.



Australian Federation of Modern Language Teachers Associations (2015). *Ready? Set? Go!*, <http://afmlta.asn.au/2015/02/01/ready-set-go-australian-curriculum-languages/>, retrieved 25 February 2016. An updated site for this project will be available in March 2016.



Department of Employment, Education and Workplace Relations (2009-2013). *National Asian Languages and Studies in Schools Program (NALSSP)*. Various project websites are still live. DEEWR site no longer active. QR code link to reports on Asian languages.



Education Services Australia (2016). *Language Learning Space (LLS)*, <http://www.lls.edu.au/home>, retrieved 20 January 2016.



Research Centre for Languages and Cultures, University of South Australia (2011). *Teaching and Learning Languages: A Guide (The Guide Project)*, <http://www.tllg.unisa.edu.au/>, retrieved 20 January 2016.



Research Centre for Languages and Cultures, University of South Australia (2010). *Intercultural language teaching and learning in practice (ILTLP) project*, <http://www.iltlp.unisa.edu.au/>, retrieved 20 January 2016.



Significant literature by author

Absalom, M. (2013). Coming to terms with the Google generation. AFMLTA 2013 conference, <http://conference2013.afmlta.asn.au/?p=108>, retrieved 20 January 2016.

Absalom, M. (2013). The Italian job: Reforming a beginners' Italian curriculum at university level. *Babel*, 47(3), 28.

Absalom, M. (2011). 'Where have all the flowers gone?' Motivating continuation of languages in secondary school. *Babel*, 46(2), 12-19.

Absalom, M., & Morgan, A. (2012). What language teachers want: Considering the evaluation of 18th biennial conference. *Babel*, 47(1), 32.

Baker, C. (2011). *Foundations of bilingual education and bilingualism* (5th ed., Bilingual education and bilingualism ; 79). Buffalo, N.Y.: Multilingual Matters.

Clyne, M. (2005). *Australia's language potential* (Ebook Library). Sydney: UNSW Press.

Cochran-Smith, M., Villegas, A.M., Abrams, L., Chavez Moreno, L., Mills, T. & Stern, R. (in press) Research on teacher preparation: Charting the landscape of a sprawling field. In Gitomer, D. & Bell, C. (Eds.). *Handbook of Research on Teaching* (5th edition). Washington, DC: AERA.

Cochran-Smith, M. & Villegas, A.M. (2015). Studying teacher preparation: The questions that drive research. *European Education Research Journal*. 14(5): 379-394.

Cochran-Smith, M. (2015). Teacher communities for equity. *Kappa Delta Pi Record*. 51:109-113.

Cochran-Smith, M., Villegas, A.M., Abrams, L., Chavez Moreno, L., Mills, T. & Stern, R. (2015). Critiquing Teacher Preparation Research: An Overview of the Field, Part 2. *Journal of Teacher Education*. 65(5): 109-121.

Cochran-Smith, M. & Stern, R. (2014). The role of inquiry in teacher leadership. In Bond, N. (Ed.). *Perspectives on teacher leadership*. Indianapolis: Phi Delta Kappan Publications, 196-209.

Cochran-Smith, M. & Power, C. (2014). Preparing teachers for diversity: A global issue. *Mondi Migranti*. 5(2): 81-98.

Coyle, D. (2007). Content and Language Integrated Learning: Towards a Connected Research Agenda for CLIL Pedagogies. *International Journal of Bilingual Education and Bilingualism*, 10(5), 543-562.

Coyle, D. (2013). Listening to learners: An investigation into 'successful learning' across CLIL contexts. *International Journal of Bilingual Education and Bilingualism*, 16(3), 244-266.

Cross, R. (2012). Creative in finding the curriculum: The CLIL second language classroom. *Australian Educational Researcher*, 39(4), 431.

Cross, R. (2016). Language and content 'integration': The affordances of additional languages as a tool within a single curriculum space. *Journal of Curriculum Studies*, 1-21.

Cross, R. (2015). Defining content and language integrated learning for languages education in Australia. 49(2), 4.

Dale, J. (2013). Keeping your learners' appy. AFMLTA 2013 conference, <http://conference2013.afmlta.asn.au/?p=105>, retrieved 20 January 2016.

Diallo, I., & Liddicoat, A. (2014). Planning language teaching: An argument for the place of pedagogy in language policy and planning. *International Journal of Pedagogies and Learning*, 9(2), 110-117.

East, M. (2014). Coming to terms with innovative high-stakes assessment practice: Teachers' viewpoints on assessment reform. *Language Testing, Online first*.

East, M. (2014). Mediating pedagogical innovation via reflective practice: a comparison of pre-service and in-service teachers' experiences. *Reflective Practice*, 15 (5), 686-699.

East, M. R. (2014). Encouraging innovation in a modern foreign language initial teacher education programme: What do beginning teachers make of task-based language teaching?. *The Language Learning Journal*, 42 (3), 261-274.

Elder, C., Kim, H., & Knoch, U. (2012). Documenting the diversity of learner achievements in Asian languages using common measures. *Australian Review of Applied Linguistics*, 35(3), 251-270.

Ellis, E. (2013). The ESL teacher as plurilingual: An Australian perspective. *TESOL Quarterly: A Journal for Teachers of English to Speakers of Other Languages and of Standard English as a Second Dialect*, 47(3), 446-471.

Ellis, R. (2012). *Language teaching research and language pedagogy*. London: Wiley-Blackwell.

Farmer, Kylie. (2009). Taking an Investigative Stance in Using the Professional Standards in the Languages Classroom. *Babel*, 44(1), 9-11.

Farmer, K. (2015). Bilingual schools network. AFMLTA conference 2015. http://conference2015.afmlta.asn.au/?page_id=98, retrieved 20 January 2016.

Fielding, R., & Harbon, L. (2013). Examining bilingual and bicultural identity in young students. *Foreign Language Annals*, 46(4), 527-544.

Fielding, Ruth. (2011). 'I sort of feel like I'm a part of France as well': Student perspectives of bilingual identity. *Babel*, 46(1), 13-21.

Fielding, Ruth. (2011). "I Sort of Feel Like I'm a Part of France as Well": Student Perspectives of Bilingual Identity. *Babel*, 46(1), 13-21.

Fielding, R. (2015). Students' use of their plurilingual resources in Australian schools. *Language and Education*, 1-17.

Fielding, R., & Harbon, L. (2015). Implementing a content and language integrated learning program in New South Wales primary schools: Teachers' perceptions of the challenges and opportunities. *Babel*, 49(2), 16.

Fielding, R., & Harbon, L. (2013). Examining bilingual and bicultural identity in young students. *Foreign Language Annals*, 46(4), 527-544.

Fielding, R., & Harbon, L. (2015). Implementing a content and language integrated learning program in New South Wales primary schools: Teachers' perceptions of the challenges and opportunities. *Babel*, 49(2), 16.

Garcia, O., & Wei, L. (2013). *Translanguaging : Language, bilingualism and education*. Houndmills, Basingstoke, Hampshire, UK ; Oxford, England: Palgrave Macmillan.

Garcia, O., & Sylvan, C. E. (2011). Pedagogies and practices in multilingual classrooms: Singularities in pluralities. *Modern Language Journal*, 95, 385.

Gearon, M. (2011). The bilingual interactions of late partial immersion French students during a history task. *International Journal of Bilingual Education and Bilingualism*, 14(1), 39-48.

Hajek, J., & Slaughter, Y. (2015). *Challenging the monolingual mindset* (Multilingual matters; 156). Bristol ; Buffalo: Multilingual Matters.

Hajek, J. & Slaughter, Y. (2013). What is RUMACCC and what does it do? *Languages Victoria*, Modern Language Teachers' Association of Victoria, 17.1.

Hajek, J. (2013). Snapshots from the edge: Australia, languages, languages education and the Asian/global century. AFMLTA 2013 conference. <http://conference2013.afmlta.asn.au/?p=101>, retrieved 20 January 2016.

Harbon, Lesley. (2012). Talking to the Whole Wide World: Integrated LOTE and intercultural studies for Australian primary school. *Babel*, 46(2 3), 58.

Harbon, Lesley. (2014). Another piece of the puzzle: Preparing pre-service language teachers for the Australian Curriculum: Languages. *Babel*, 48(2 3), 38.

- Harbon, L. (2014). AFMLTA 19th biennial conference Horwood address: Accomplished teaching of languages and cultures doesn't happen by chance: Reflective journal entries of a 'returnee' to the learner seat. *49*(1), 4.
- Harbon, L. (2013). SECOND LANGUAGE TEACHERS AND INTERCULTURAL LITERACY. *International Journal of Innovation in English Language Teaching and Research*, 2(1), 77-1.
- Harbon, L. (2009). Professional standards into the future. *Babel*, 44(1), 20-23.
- Harbon, L. & Moloney, R. (2013) (eds). *Language teachers' narratives of practice*. Cambridge: Cambridge Scholars.
- Inbar-Lourie, O., & Scarino, A. (2013). Language assessment literacy as self-awareness: Understanding the role of interpretation in assessment and in teacher learning. *Language Testing*, 30(3), 309-327.
- King, L., Byrne, N., Djouadj, I., Bianco, J., & Stoicheva, M. (2011). New directions for multilingual policy?1. *European Journal of Language Policy*, 3(2), 255-272.
- Knoch, U., & Sitajalabhorn, W. (2013). A closer look at integrated writing tasks: Towards a more focussed definition for assessment purposes. *Assessing Writing*, 18(4), 300-308.
- Knoch, U., & Elder, C. (2010). Validity and fairness implications of varying time conditions on a diagnostic test of academic English writing proficiency. *System: An International Journal of Educational Technology and Applied Linguistics*, 38(1), 63-74.
- Kohler, M. (2014). Indonesian in the Australian Curriculum: Developing language-specific curricula. *Babel*, 48(2 3), 30.
- Kohler, M. (2015). Interpreting as intercultural mediation: A critical moment in an overseas midwife training programme. *Perspectives*, 1-13.
- Kohler, M. (2015). *Teachers as mediators in the foreign language classroom*. Bristol: Multilingual Matters.
- Kohler, M., Morgan, A., & Harbon, L. (2010). *Dari kami ke kita 2 : [student book]* (ERA Collection). South Melbourne, Vic.: Cengage Learning.
- Kramsch, C., & Gerhards, S. (2012). Im Gespräch: An interview with Claire Kramsch on the “multilingual subject”. *Unterrichtspraxis/Teaching German*, 45(1), 74-82.
- Kramsch, C. (2014). Teaching foreign languages in an era of globalization: Introduction. *Modern Language Journal*, 98(1), 296-311.
- Kramsch, C. (2011). The symbolic dimensions of theIntercultural. *Language Teaching*, 44(3), 354-367.
- Kramsch, C., & Whiteside, A. (2007). Three fundamental concepts in second language acquisition and their relevance in multilingual contexts. *Modern Language Journal*, 91(5), 907.
- Kramsch, C. (2010). The multilingual subject. Oxford, England: Oxford University Press
- Kramsch, C. (2009). *The multilingual subject : What foreign language learners say about their experience and why it matters*. Oxford, UK ; New York: Oxford University Press.
- Kramsch, C. (2013). Invited colloquium: Foreign languages in an age of globalization. *Language Teaching*, 46(3), 425-427.
- Kramsch, C. (2014). Language and Culture. *AILA Review*, 27, 30-55.
- Kramsch, C. (2008). Ecological perspectives on foreign language education. *Language Teaching*, 41(3), 389-408.
- Kramsch, C. (2008). Emotions in the Cross-Fire: Structuralist vs. Post-Structuralist Stances in Bilingualism Research. *Bilingualism: Language and Cognition*, 11(2), 177-179.
- Kramsch, C. (2009). *The multilingual subject : What foreign language learners say about their experience and why it matters* (Oxford applied linguistics). Oxford, UK ; New York: Oxford University Press.
- Kramsch, C. (2011). The Symbolic Dimensions of the Intercultural. *Language Teaching*, 44(3), 354-367.
- Kramsch, C. (2012). Imposture: A Late Modern Notion in Poststructuralist SLA Research. *Applied Linguistics*, 33(5), 483-502.
- Kumaravadivelu, B. (2012). *Language teacher education for a global society : A modular model for knowing, analyzing, recognizing, doing, and seeing* (ESL and applied linguistics professional series). London: Routledge.
- Kumaravadivelu, B. (2008). *Cultural globalization and language education*. New Haven: Yale University Press.
- Larsen-Freeman, D. (2015). Saying what we mean: Making a case for ‘language acquisition’ to become ‘language development’. *48*(4), 491-505.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed., Teaching techniques in English as a second language). Oxford ; New York: Oxford University Press.
- Larsen-Freeman, D. (2012). Complex, dynamic systems: A new transdisciplinary theme for applied linguistics? *Language Teaching*, 45(2), 202-214.
- Larsen-Freeman, Diane. (2013). Transfer of Learning Transformed.(Report). *Language Learning*, 63, 107.
- Larsen–Freeman, D. (2014). It's About Time 1. *Modern Language Journal*, 98(2), 665-666.

- Liddicoat, A.J. & Kohler, M. (2012). Teaching Asian languages from an intercultural perspective: Building bridges for and with students of Indonesian, in X. Song & K. Cadman (eds.), *Bridging transcultural divides: Asian languages and cultures in global higher education*, Adelaide: University of Adelaide.
- Liddicoat, A., & Scarino, A. (2013). *Intercultural language teaching and learning* (Ebook Library). Chichester, West Sussex, UK ; Malden, MA: Wiley-Blackwell.
- Liddicoat, A., & Scarino, A. (2010). *Languages in Australian education problems, prospects and future directions* (Ebook Library). Newcastle upon tyne: Cambridge Scholars Pub.
- Liddicoat, A. (2015). Multilingualism research in Anglophone contexts as a discursive construction of multilingual practice. *Journal of Multicultural Discourses*, 1-16.
- Liddicoat, A. (2015). Intercultural mediation, intercultural communication and translation. *Perspectives*, 1-10.
- Liddicoat, Anthony J., & Curnow, Timothy Jowan. (2014). Students' Home Languages and the Struggle for Space in the Curriculum. *International Journal of Multilingualism*, 11(3), 273-288.
- Liddicoat, A., & Taylor-Leech, K. (2014). Micro language planning for multilingual education: Agency in local contexts. *Current Issues in Language Planning*, 15(3), 237-244.
- Liddicoat, A., & Taylor-Leech, K. (2015). Multilingual education: The role of language ideologies and attitudes. *Current Issues in Language Planning*, 16(1-2), 1-7.
- Liddicoat, A., Heugh, K., Curnow, T., & Scarino, A. (2014). Educational responses to multilingualism: An introduction. *International Journal of Multilingualism*, 11(3), 269-272.
- Liddicoat, A. (2014). Pragmatics and intercultural mediation in intercultural language learning. *Intercultural Pragmatics*, 11(2), 259-277.
- Liddicoat, A., & Scarino, A. (2013). *Intercultural language teaching and learning* (Ebook Library). Chichester, West Sussex, UK ; Malden, MA: Wiley-Blackwell.
- Lo Bianco, J. (2015). Bilingual education in Australia. *Encyclopedia of Language and Education*. New York: Springer.
- Lo Bianco, J. (2015).Language, education and nation-building: Assimilation and shift in Southeast Asia. *Journal of Sociolinguistics*. 19.
- Lo Bianco, J. (2014). Asia and Anglosphere: Public symbolism and language policy in Australia. *Dynamic Ecologies: A Relational Perspective on Languages Education in the Asia-Pacific Region*. Springer Science+Business Media.
- Lo Bianco, J. (2014). Documenting language loss and endangerment: research, tools and approaches. *Handbook of heritage, community, and Native American languages in the United States*. New York: Routledge.
- Lo Bianco, J. (2013). *Language planning and student experiences: Intention, rhetoric and implementation*. Bristol: Multilingual Matters.
- Lo Bianco, J. (2010) Language policy and planning, in *Sociolinguistics and Language Education*. Bristol: Multilingual Matters.
- Lo Bianco, J. (2014). A celebration of language diversity, language policy, and politics in education. *Review of Research in Education*, 38(1), 312-331.
- Lo Bianco, J. (2010). Some ideas about multilingualism and national identity. *TESOL in Context*, 20(1), 22-36.
- Lo Bianco, J., & Slaughter, Y. (2009). Language teaching and learning: Some hard decisions. *Babel*, 44(1), 36.
- Lo Bianco, J. (2014). Domesticating the foreign: Globalization's effects on the place/s of languages. *Modern Language Journal*, 98(1), 312-325.
- Lo Bianco, J. (2011). What 'saving' languages might tell us about 'teaching' them. *Babel*, 45(2 3), 41.
- Lo Bianco, J. (2010). The importance of language policies and multilingualism for cultural diversity. *International Social Science Journal*, 61(199), 37-67.
- Makoni, S., & Pennycook, A. (2007). *Disinventing and reconstituting languages* (Bilingual education and bilingualism ; 62). Clevedon, [England]: Buffalo ; Multilingual Matters.
- Martin, M., Marsh, D., Mehisto, P., & Wolff, D. (2011). *European Framework for CLIL Teacher Education*, Brussels: EU.
- McNamara, T., & Knoch, U. (2012). The Rasch wars: The emergence of Rasch measurement in language testing. *Language Testing*, 29(4), 555-576.
- McNamara, T. (2012). Language assessments as Shibboleths: A poststructuralist perspective. *Applied Linguistics*, 33(5), 564-581.
- Meissner, F., & Vertovec, S. (2015). Comparing super-diversity. *Ethnic and Racial Studies*, 38(4), 541-555.
- Meyer, O., Coyle, D., Halbach, A., Schuck, K., & Ting, T. (2015). A pluriliteracies approach to content and language integrated learning: Mapping learner progressions in knowledge construction and meaning-making. *Language, Culture and Curriculum*, 28(1), 41-57.

Moloney, R., & Harbon, L. (2015). Transition from senior secondary to tertiary languages study: Student attitudes in three Sydney schools. *Babel*, 49(3), 4.

Moloney, R. & Harbon, L. (2008). I speak therefore I am: Self-perceptions of identity in immersion program language learners as an expression of intercultural competence. *University of Sydney Papers in TESOL*, 3, 111-129.

Moloney, R. (2013). The role of teacher communication in online collaborative language learning between a Chinese and an Australian school: A cautionary tale. *Language and Intercultural Communication*, 13(4), 400-415.

Moloney, R., & Oguro, S. (2015). The effect of intercultural narrative reflection in shaping pre-service teachers' future practice. *Reflective Practice*, 16(1), 96-108.

Moloney, R. (2013). Providing a bridge to intercultural pedagogy for native speaker teachers of Chinese in Australia. *Language, Culture and Curriculum*, 26(3), 213-228.

Morgan, A. (2012). Language, literacy, literature: Using storytelling in the languages classroom. *Babel*, 46(2 3), 20.

Morgan, A. (2010). Professional standards for Australian teachers of language. *Babel*, 44(2), 4-11.

Morgan, A., & Mercurio, N. (2011). 'To market, to market ...' exploring the teaching-learning interface in developing intercultural interactions from textbook activities--crossing languages and cultures. *Babel*, 45(2 3), 59.

Morgan, A. (2015). Mediating languages teaching and learning. *Babel*, 50(1), 38.

Morgan, A. (2015). Celebrating 50 years of Babel. *Babel*, 50(1), 2.

Morgan, A. (2011). Me, Myself, I: Exploring Conceptions of Self and Others in Indonesian Names and Pronouns with Early Learners. *Babel*, 45, 26-3), p.26-34.

Morgan, A. (2013). 'There's more than one way to skin a cat': Reflecting on mentoring models in the more leaps project--with apologies to cats and cat lovers. *Babel*, 48(1), 30.

Morgan, A. (2009). Who wants to talk about languages in Australian education? Research Centre for Languages and Cultures (RCLC) at the University of South Australia Languages Symposium 2008. *Babel*, 43(3), 36.

Morgan A. (2013). Languages on the National Scene: Aligning AFMLTA and AITSL Standards for languages teaching. *Languages Victoria*, 17(2), 24-27. Retrieved from <http://e-publications.une.edu.au>.

Morgan A. (2014). Review of "Challenging the Monolingual Mindset: Reconsidering Australia's "language potential"". *Babel*, 49(2), 48-50. Retrieved from <http://e-publications.une.edu.au>.

Morgan, A. (2008). Developing programs for intercultural language learning: Insights from project team feedback. *Babel*, 43(1), 7-10.

Morgan, A. (2008). Before & after: Developments in intercultural programming arising from a feedback process. *Babel*, 43(1), 23.

Morgan, A. (2010). Professional Standards for Australian teachers of languages: Context, processes and projects. *Babel*, 44(2), 4-11.

Morgan, A. (2014). AFMLTA welcomes the release of the Australian Curriculum: Languages. *Babel*, 49(1), 36.

Morgan, A., Absalom, M., & Scrimgeour, A. (2015). Addressing language teacher professional learning needs: An evaluation of the AFMLTA national conference, Canberra 2013. *Babel*, 49(2), 36.

Morgan A, & Saunders S. (2014). Exploring Mentoring Models for Building Leadership Capacity Among Languages Educators. *The New Zealand Language Teacher*, 40, 20-31. Retrieved from <http://e-publications.une.edu.au/1959.11/16593>

Morgan, A., Absalom, M., & Scrimgeour, A. (2015). Addressing language teacher professional learning needs: An evaluation of the AFMLTA national conference, Canberra 2013. 49(2), 36.

Musgrave, S., & Hajek, J. (2013). Minority language speakers as migrants: Some preliminary observations on the Sudanese community in Melbourne. *International Journal of Multilingualism*, 10(4), 394-410.

Norrbby, C., & Hajek, J. (2011). Uniformity and diversity in language policy: Global perspectives. Bristol: Multilingual Matters.

Scarino, A., & Liddicoat, A., Curriculum Corporation, & Australia. Department of Education, Employment Workplace Relations. (2009). *Teaching and learning languages : A guide*. Carlton South, Vic.: Curriculum Corporation.

Scarino, A. (2014). Learning as reciprocal, interpretive meaning-making: A view from collaborative research into the professional learning of teachers of languages. *Modern Language Journal*, 98(1), 386-401.

Scarino, A. (2010). Assessing Intercultural Capability in Learning Languages: A Renewed Understanding of Language, Culture, Learning, and the Nature of Assessment. *Modern Language Journal*, 94(2), 324.

Scarino, A. (2014). Situating the challenges in current languages education policy in Australia – unlearning monolingualism. *International Journal of Multilingualism*, 11(3), 289-306.

Scarino, A. (2014). From concepts to design in developing languages in the Australian Curriculum. 48(2-3), 4.

Scarino, A. (2012). A rationale for acknowledging the diversity of learner achievements in learning particular languages in school education in Australia. *Australian Review of Applied Linguistics*, 35(3), 231-250.

Scarino, A. (2015). Reconceptualising translation as intercultural mediation: A renewed place in language learning. *Perspectives*, 1-16.

Scarino, A. (2008). Reconceptualising learning programs for intercultural language learning. *Babel*, 43(1), 7.

Scarino, A. (2008). Assessment in intercultural language learning. *Babel*, 43(1), 20.

Scarino, A. (2009). Assessing intercultural capability in learning languages: Some issues and considerations. *Language Teaching*, 42(1), 67-80.

Scarino, A. (2008). Reconceptualising Learning Programs for Intercultural Language Learning. *Babel*, 43(1), 7-9.

Scrimgeour, A. (2012). Understanding the Nature of Performance: The Influence of Learner Background on School-Age Learner Achievement in Chinese. *Australian Review of Applied Linguistics*, 35(3), 312-338.

Scrimgeour, A. (2015). Responding to the diversity of Chinese language learners in Australian schools. *Babel*, 49(3), 26.

Scrimgeour, A., Foster, M., & Mao, W.. (2014). Dealing with distinctiveness: Development of Chinese in the Australian Curriculum: Languages. *Babel*, 48(2 3), 20.

Sims, M., & Ellis, E. (2015). Raising children bilingually is hard: Why bother? *Babel*, 49(2), 28.

Slaughter, Y. & Hajek, J. (2014). RUMACC, helping to understand and support languages education. *Languages Victoria*, Modern Language Teachers' Association of Victoria, 18.1.

Stott, C., & Fielding, R. (2015). Lost in transition? Perspectives on the transition to university language learning. *Babel*, 49(3), 14.

Ortega, L. (2015). Researching CLIL and TBLT interfaces. *System*, 54, 103.

Ortega, L. (2013). SLA for the 21st Century: Disciplinary Progress, Transdisciplinary Relevance, and the Bi/multilingual Turn.(Report). *Language Learning*, 63, 1.

Ortega, L. (2009). *Understanding Second Language Acquisition* (A Hodder Arnold Publication). London : Cary: Hodder Arnold [Imprint] Hodder Education Oxford University Press, Incorporated [Distributor].

Otsuji, E., & Pennycook, A. (2011). Social inclusion and metrolingual practices. *International Journal of Bilingual Education and Bilingualism*, 14(4), 413-426.6(1), 111-114.

Pennycook, A., & Otsuji, E. (2014). Market Lingos and Metrolingua Francas. *International Multilingual Research Journal*, 8(4), 255-270.

Pennycook, A. (2006). Language Education as Translingual Activism. *Asia Pacific Journal of Education*, 2

Pennycook, A. (2012). What might translingual education look like? *Babel*, 47(1), 5-13.

Ruiz de Zarobe, Y., & Coyle, D. (2015). Towards new learning partnerships in bilingual educational contexts: Raising "learner awareness" and creating conditions for "reciprocity" and "pedagogic attention". *International Journal of Multilingualism*, 12(4), 471-493.

Spurrit, C. Flipping the classroom: Making the most of teaching and learning opportunities inside and outside of the classroom.AFMLTA conference 2013. <http://conference2013.afmlta.asn.au/?p=9>, retrieved 20 January 2016.

Taylor-Leech, K., & Liddicoat, A. (2014). Macro-language planning for multilingual education: Focus on programmes and provision. *Current Issues in Language Planning*, 15(4), 353-360.

Travis, C. Hajek, J. Nettlebeck, C. & Lloyd-Smith, A. (2014).Introduction, in C. Travis, E.Beckmann & A. Lloyd-Smith (eds), *Practices and policies: Current research in languages and cultures education. Selected Proceeding of the Second National LCNAU Colloquium, Canberra, 3-5 July 2013*, LCNAU: Languages and Cultures Network for Australian Universities.

Uryu, Michiko, Steffensen, Sune V., & Kramsch, Claire. (2014). The ecology of intercultural interaction: Timescales, temporal ranges and identity dynamics. *Language Sciences*, 41, 41.

Velasco, P., & García, O. (2014). Translanguaging and the Writing of Bilingual Learners. *Bilingual Research Journal*, 37(1), 6-23.

Vertovec, S. (2012). "Diversity" and the Social Imaginary. *Archives Européennes De Sociologie*, 53(3), 287-312.

Vertovec, S. (2011). The Cultural Politics of Nation and Migration. *Annual Review of Anthropology*, 40, 241-256.

Woods, A., Hajek, J., & Nettelback, C. (2012). A vital network: The first year for the Language and Cultures Network for Australian Universities. *Babel*, 46(2 3), 56.

MACRO LEVEL: LONG-TERM PLAN: The scope and sequence of intended learning over the long term
Planning at this level includes the overarching intentions and major content (language and concepts) and learning goals of the program

PROGRAM DURATION	YEAR LEVEL	LANGUAGE
CLASS CONTEXT	e.g. Year 8	e.g. Italian
Who is it for? What is the language background & learning experience of students? What diversity issues are there (e.g. background speakers and beginner second language learners in the same class)?		
LEARNING CONTEXT		
Where does this year's program sit in the longer term, and in the school's program of study (e.g. 2 nd year of middle years program, Year 7-9)? What is the nature of the program (e.g. language as subject, CLIL, language immersion)? Is the program part of a 'system' (e.g. IB MYP), with its own specificity?		
SCOPE		
Concepts: What are the major concepts to be explored this year? Are there key/guiding questions? What intercultural foci are there? Content: What are the broad content inclusions? Within what organisational contexts (topics/units/modules) will the concepts be explored? Language structures and features: What main language knowledge, skills and understanding do learners need to develop and use?		
KEY TEACHING CONTENT (Australian Curriculum: Languages Content Descriptions)		
Communicating Major communicating CDs from sub-strands Understanding Major understanding CDs from sub-strands		
KEY LEARNING GOALS (Australian Curriculum: Languages Achievement Standards)		
Communicating Intended learning achievements from Band level AS; other learning goals Understanding Intended learning achievements from Band level AS; other learning goals (If also working with a school/state/system curriculum/syllabus: Include local organisational elements, e.g. NSW objectives, IB, UbD. Are these additional, or aligned with AC:L?)		
SEQUENCE		
How will inclusions in the scope be implemented over the year?		
Term 1	Term 2	Term 3
Module(s)/Units: Content area/concept/theme		Term 4
Key learning interactions/experiences		
INDICATIVE ASSESSMENT		
What main assessment items- formative and summative- will be included?		

MESO LEVEL: MODULE/UNIT PLAN: A specific organisational block of the macro-level program

Planning at this level involves a specific focus for a concept or thematically-organised sequence of learning, in the medium term (e.g. term), and includes content detail, week by week, in sequenced activities/processes.

MODULE/UNIT TIMING/DURATION	e.g. Term 1	YEAR LEVEL	e.g. Year 8	LANGUAGE	e.g. Italian
MODULE CONCEPT/TOPIC					
Described as a communication task/experience, a question, the concept to be explored, etc.					
SCOPE					
Intercultural/cultural concepts					
What intercultural concepts and understanding, arising from the conceptual/topic focus, and the language structures are explored? Is there related cultural information that requires explanation/exploration?					
Language structures and features					
What concepts related to language are explored?					
What specific language knowledge, skills and understanding do learners need to develop and use?					
Australian Curriculum: Languages Content					
Specific CDs, and what will be taught in these- may be elaborations, or own ideas					
Communicating			Understanding		
Socialising:			Systems of language:		
Informing:			Language variation and change:		
Creating:			Role of language and culture:		
Translating:					
Reflecting:					
TEACHING AND LEARNING SEQUENCE					
Include texts, key learning interactions/activities/experiences, main tasks, reflection opportunities					
Week	Key sources (texts) of language use as stimulus for learning Key learning interactions focussing on a language/culture concept/process Key communication experiences/reflections on communication in context			Teaching issues/considerations /feedback opportunities	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
ASSESSMENT					
Specific assessment items/events aligned to identified substrands (CDs), contributing data toward longer term reporting against Achievement Standards					
Assessment item		Related CDs		Contribution to ASs	

MICRO-LEVEL: LESSON PLANNING: *Planning for a single lesson, as part of a module/unit plan and a longer-term program*

Planning at this level involves detail for each lesson taught, including specific content, pedagogies and scaffolds, key questions, interactions/experiences and assessment, with links to AC:L identified.

YEAR LEVEL	e.g. Year 5	CLASS	e.g. 5A	LANGUAGE	e.g. Japanese
TERM	e.g. 3	LESSON TIME/DAY	e.g. Friday Lesson 2 10-11	DURATION	e.g. 60 mins
MODULE/UNIT TITLE			LESSON NUMBER		
e.g. What do you play?			e.g. 3/10 3 rd lesson in sequence of 10 lessons in this module		
RELEVANT PRIOR LEARNING EXPERIENCES					
e.g. Build on language of names of games, I play, I like to..., considering playing of games at school in Japan and Australia					
Lesson Scope					
Key concepts		What is/are the main ideas/concepts being explored in this lesson?			
Key content		What is the content focus? Which CDs/Es are addressed in the lesson?			
Key language		What language concepts will be addressed? What specific language structures and features are addressed?			
Learning goals		What do you want learners to be able to do, know and understand from this lesson? -Explore sources of language use (texts) as stimulus for learning -Interact with a focus on a language/culture concept or process -Engage in communication experiences/reflections in context			
Key texts		What stimulus texts, realia, etc, will be used in the lesson?			
Resources		What IT and online resources, classroom equipment, etc do you need in the lesson?			
Lesson Sequence					
Types of questions/ interactions/experiences/processes and resources to be used, in order of presentation/use					
Introduction & orientation: Connecting with past and talking about/introducing new ideas					
Core activities: Engaging with and applying new ideas		1. 2. 3. 4.			
Reflection: On new learning, as self as learner, on others as users of this language in variable contexts					
ASSESSMENT		If applicable What ongoing feedback is provided to students? How/when is this provided? Consider formative and summative assessment, linked to partial fulfilment of one or several ASs			
EVALUATION		Evaluate lesson content, pedagogy, student responses, next steps, etc			

LANGUAGES linguae SPRACHEN
langues dilleri שפות اللغات
言語 γλώσσες भाषा 语言
LINGUE ^{ngôn ngữ} IDIOMAS 언어 bahasa



afmlta.asn.au

© Copyright AFMLTA 2016. Materials may not be reproduced without permission.