Ready? Set? Go!

Australian Curriculum: Languages
PROFESSIONAL LEARNING PROGRAM

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

AFMLTA
AUSTRALIAN FEDERATION OF MODERN LANGUAGE TEACHERS ASSOCIATIONS INC.

Module 3

Using the

Australian Curriculum: Languages

Module 3: Aims

- To build on understandings of the conceptual underpinnings of the AC:L
- To work with understandings of the design, structure and resource links of the AC:L
- To explore 'ways in' or approaches to using the AC:L for your context of work
- To provide examples of and thinking behind planning
- To provide sample planning templates

Using the AC:L
Begin with your own context

- Who you are as a teacher of languages

  - Intrapersonal/intracultural understanding of self
    - native/non-native, early career/experienced, language proficiency, in-country experience, solo/faculty, content and pedagogical content knowledge, breadth of curriculum knowledge, inquiry experience, self-reflection, etc

- How does this impact on how you approach/use the AC:L?
- How does the AC:L support teacher variability?

Using the AC:L
Begin with your own context

- Who your learners are

  - Intercultural understanding of diverse learners
    - family/language/cultural backgrounds, years of learning, proficiency (oracy/literacy), previous learning, mono/bi/polylingual, interests, motivation, learning styles, gender, age, year level, identified learning or behaviour issues, etc

- How does this impact on how you approach/use the AC:L?
- How does the AC:L support learner variability?

Using the AC:L
Begin with your own context

- Sector, school, language context

  - Knowledge of requirements, practices, expectations
    - planning, programming, program types, time on task, teaching, assessing, reporting, use/availability of resources, evaluation, working with colleagues and networks, school culture and attitudes to languages teaching and learning, PL and inquiry focus, specificity/distinctiveness of language, in-country opportunities, community connections, etc.

- How does this impact on how you approach/use the AC:L, or how use of the AC:L might change aspects of your context?

- How does the AC:L support context variability?

Activity

- Note some key points about your own context to consider in working with the AC:L. Think about:
    - yourself
    - your learners
    - your system (state or territory, and government, independent or Catholic school)
    - your school
- Compare your notes with one or two others'
- Note differences and similarities
- How flexible is the AC:L in accommodating difference?

Using the AC:L
Variability allows for interpretation

- Interpretive, not prescriptive curriculum

    - Content *suggestions*

    - Identified *broad* achievement *statements*, not specified *outcomes*

    - Flexibility

Ways to work with the curriculum

- Given flexibility, range of approaches possible, across dimensions including:
    - starting points
    - timeframes
    - use of materials
    - skills focus
    - program context
- Examples explored in following slides

Ways to work with the curriculum: Inside out or outside in?

Inside out

- 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

Ways to work with the curriculum: Inside out or outside in?

Outside in

- Begin with current planning and adapt to AC:L
    - 'audit' your current 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

Ways to work with the curriculum: Top down or bottom up?

Top down

- Begin with big picture/concepts/guiding questions
  - IB ethical guiding question, focus concept (e.g. interacting with others, ways of playing, personal space and time)
    - 'overlay' or map the question/concept onto the curriculum
    - identify relevant CDs/elaborations/threads, and ASs, from both strands, and design and build program from this starting point

Ways to work with the curriculum: Top down or bottom up?

Bottom up

- Building language knowledge from bottom up/out from a specific starting point
  - from letters/characters, to parts of speech, vocabulary banks, grammar forms, whole texts, etc.
  - specific focus on an aspect of language (e.g. word order, use of gender)
    - identify specific CDs and elaborations from both strands, and from the ASs to address language aspect, design program/unit from this starting point

Ways to work with the curriculum: Begin with a text or resource

From a text or resource

- Identify strands and sub-strands, CDs and threads/elaborations, ASs relevant to the 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 texts/resources

- Text of your/student choice
- Textbook extract

Ways to work with the curriculum: Forward or backward design?

Forward design

- Begin with strands, sub-strands, content descriptions, threads, elaborations, key processes, and build to achievement standards

Backward design

- Begin with achievement standards and work back to content descriptions and elaborations, strands and sub-strands

Ways to work with the curriculum: Oracy/writing focus?

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 writing/oracy 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

Ways to work with the curriculum: Long-term or short term focus?

Long-term planning

- involves scoping a program over a lengthy period, up to the full band level (or even longer)

- include overarching aims and goals, targeted content in strands and sub-strands considered over sub-periods of time, broad learning sequences, major language foci, intercultural foci, resources, broad view of assessment for set of ASs

- needs to show connections over full scope of time

Ways to work with the curriculum: Long-term or short term focus

Short term planning

- ideally elaborates elements of long-term plan, in a contained 'unit' or short period of teaching time
- more targeted to specific and fewer language and intercultural goals and ASs
- may not include both strands, and will likely not include all sub-strands (which are most relevant?)
- still need to identify aims/objectives, language foci, learning activities, intended achievement, resources, etc.

Ways to work with the curriculum: Program context?

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
- 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

Activity

Select one of the following to consider as an approach to using the AC:L, mindful of relevance to your context and program type:

- Inside out or outside in
- Top down or bottom up
- Beginning with a text/resource
- Forward or backward design
- Long or short term planning
- Oracy or writing focus

Discuss in a small group and compare your responses
Which approaches are most useful for you and why?

Programming templates

- The following are some examples of program planning templates/proformas

- These are guides to planning- you will need to adapt these for your own context, or may choose to develop your own

- You can use these proformas for a number of approaches or combinations identified in the previous section

  - commence at the most logical point given your starting position and intentions

  - e.g. use the long term program template, and begin with the Achievement Standards for a long-term, backward design, inside out program, for a language as subject program

Long-term programming template

- LLS resource

- Designed for Indonesian, useful for all languages

- [LLS long term program proforma](#)

LONG-TERM PROGRAM: LANGUAGES

Language: Indonesian   **Year level(s):**   **Duration:** 1 year

Aspect of program	Example	Answer
Program context and learners: Who are the learners – identity, knowledge, interests and needs?	*This program is designed for .... who ...*	
Broad purpose: What will *this* program contribute to students' language learning and development?	*This program is designed to ...*	

Overview of content: What will be covered/taught?

Identify a number of content descriptions that work together to create a rich and increasingly sophisticated path of learning. Decide what will be in focus and when. Note it may be that some content descriptions are repeated over the year or over a two-year period.

	Organisational focus *(eg Concepts, essential questions, topics, experiences, linguistic structure, text type)*	Term/Semester 1	Term/Semester 2	Term 3	Term 4
Communicating	1.1 Socialising and taking action				
	1.2 Obtaining and using information				
	1.3 Responding to and expressing imaginative experience				
	1.4 Moving between/translating				
	1.5 Reflecting on intercultural language use				
Understanding	2.1 Systems of language				
	2.2 Language variation and change				
	2.3 Reflecting on the role of language and culture				

	Instructions	Term/Semester 1	Term/Semester 2	Term 3	Term 4
Key learning tasks and experiences	*Include only the MAJOR ones and check for a range of types, purposes, modes.* *Consider adding a cumulative task (e.g. folio, journal, project) that shows how learning develops over the program.*				
Assessment	*Check for a range of types, purposes and return to CDs/unit learning focus.* *Include weightings to indicate relative value/importance of each.* *Check opportunities for students to show learning at a given point and also progress over time, such that they will reach the overall Achievement Standard at this level.*				
Resources	*Check for a range of text types, authenticity, diverse perspectives and representations.*				
Evaluation	*Record your observations about coverage and sufficiency, what needs changing and why.*				

Short term unit template

- LLS resource
- Designed for Indonesian, useful for all languages
- [LLS Short term unit plan proforma](#)

LANGUAGES UNIT PLAN

Title:

Learners: Who are the learners? (Knowledge, language and culture background, interests and needs)

Year level:

Sequence (F-10/7-10) and learner group:

Duration and link to long term program:

Scope: What will be taught? (Check that the two strands are complementary/working together. Not all sub-strands will feature in all units.)

Content descriptions
Select the most relevant (eg 3–5) content descriptions.

Strand	Content description	Objectives/intended outcomes *Students will learn to/how/that, recognise, explain, understand, reflect on, make connections between …*
Communicating	Socialising and taking action	
	Obtaining and using information	
	Responding to and expressing creative experience	
	Translating/moving between	
	Reflecting on intercultural language use	
Understanding	System of language	
	Language variation and change	
	Role of language and culture	

General capabilities
Consider only those eg 1–2 that will be explicitly taught in this unit.

Cross-curriculum priorities
Consider only those eg 1–2 that will be explicitly taught in this unit.

Sequence of teaching and learning (how it will be taught)
List the main learning tasks and experiences and assessment (in bold). Consider how best to sequence teaching and learning to enable learners to build connections, explore, personalise and use their knowledge purposefully, and reflect on their learning. Refer to Elaborations for possible tasks and experiences.

Students …	Teacher talk …

Resources: texts, materials, artefacts, stimuli which will be used – be specific

Evaluation/Teacher reflection (after actual teaching): What worked, what didn't, what needs changing?

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Activity Planner

- Designed to develop activities within the AC:L
- At level of activity within a unit/longer term program

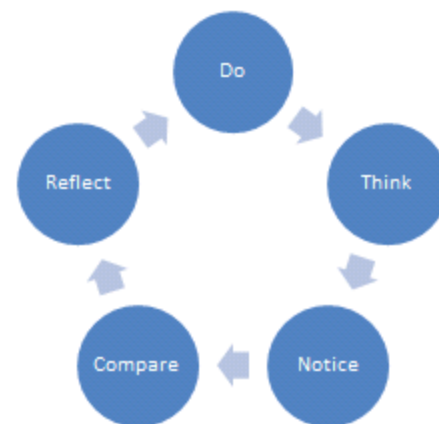# Australian Curriculum: Languages - Activity Planner

Year Level: **Unit:**

Focus Question:

Aspect/s of Achievement Standard being addressed through this activity:

Goals	Language Focus		Focusing Questions (to elicit intercultural understandings)	Content Focus	
	Communicating Strand	**Understanding Strand**		**Cross Curriculum Priorities**	**General Capabilities**

Implementation	Student Tasks	Assessment	Resources

Program examples

- Handouts of five program excerpts

- These are examples of *experimentation* with programming specifically for the AC:L

- The examples are not provided as 'best practice', but as exemplification of possibilities

Program excerpts

- Example 1: Korean F-2

- Example 2: Japanese Years 3-4

- Example 3: Italian Years 5-6

- Example 4: French Year 10

- Example 5: Latin Year 9

Activity

- Look at the handout examples of programs designed for the AC:L

- Select one and discuss with a small group

  - What are the benefits of planning in the ways elaborated in this program?

  - What do you notice about how the AC:L is used?

  - How does the program demonstrate teacher/context/language/year level variability and interpretation?

Activity

Select ONE of the blank planning templates, and work with a partner on ONE of the following:

- Begin to scope a forward design (from CDs) program, using a concept or guiding question as your starting point, in your language, at a Band level and learner pathway (first, second, background learners) you teacher

- Begin to scope a backward design (from ASs) program

- Begin with a text you would like to use, and plan an activity or short unit around this activity, connecting it to the CDs and ASs

- Begin with a program you already use, and adapt to AC:L

Reflection and discussion

- A one-day PL opportunity can only begin to introduce ideas for exploration of the AC:L

- What do you identify as the next steps for you?

- Who might you work with to prepare to use the AC:L in your school?

- What further PL do you see as necessary? (please complete using the URL provided)