



Australian Federation of Modern Language Teachers Associations
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CURRENT CONTEXT OF F–2 LANGUAGES EDUCATION IN AUSTRALIA: A STATE AND TERRITORY SNAPSHOT JUNE 2018

The information below provides a snapshot of the use of and approach to the *Australian Curriculum: Languages* in Australian states and territories.

ACT

The ACL F–10 and 7–10 sequences are being implemented without adaptation for all three pathways: second language, background language and first language.

The implementation phase was completed in 2017.

From 2018 onwards, the Australian Curriculum is core content for teaching, and for reporting against the Achievement Standards.

The ACT *Preschools to Year 10 languages policy* (ACT Government 2009) outlines curriculum requirements in ACT public schools.

There is no requirement for languages to be taught in the years F–2.

From Year 3 to Year 6, schools provide students with a minimum of 60 minutes per week of languages education in one of eight priority languages: Chinese/Mandarin, French, German, Italian, Indonesian, Japanese, Korean, or Spanish.

The ACT Education Directorate is currently reviewing this policy.

Reference documents:

Australian Curriculum Implementation Schedule for ACT Schools

<https://www.education.act.gov.au/__data/assets/pdf_file/0019/592210/2016-Australian-Curriculum-Implementation-Schedule-for-ACT-Schools.pdf>.

NSW

The ACL has been adapted for NSW use, and a single K–10 Framework for all languages has been developed, based on aspects of ACL content. The ACL Content Descriptions (rather than Achievement Standards) underpin the syllabus outcomes, with some modifications.

The Stage statements are a modification of ACL Band statements and other elements of the ACL and new material for NSW, for Early Stage 1 to Stage 5 syllabuses.

NSW has adopted alternative nomenclature for sub-strands.

In the *Communicating* strand, the sub-strands used are:

- interacting (replacing 'socialising'), accessing and responding (replacing 'informing'), and composing (replacing 'creating'). There are no 'translating' or 'reflecting' sub-strands.

Alternative symbols for General Capabilities and Cross-curriculum Priorities have also been adopted, with the inclusion of additional 'learning across the curriculum' areas to include:

- civics and citizenship
- difference and diversity
- work and enterprise.

The NSW K–10 Languages Framework has provided a blueprint for the development of the K–10 syllabuses (i.e. each syllabus has the same learning outcomes at the same Stage level) for: Chinese, French, German, Indonesian, Italian, Korean and Spanish.

K–10 syllabuses for Arabic, Modern Greek, Turkish, Vietnamese are in development. Note that there is only one syllabus for each language, and all learner pathways (first, background and second-language learners) have been included in this single syllabus.

Currently, Languages remain optional in the NSW context for primary school and preschool years, as Languages is not specified as a Key Learning Area, hence implementation of the syllabuses is optional.

The study of one language for 100 hours is mandatory in Stage 4 (Year 7 or 8).

Languages used in Kindergarten to Year 6 (Stages 1–3 in NSW nomenclature) in 2018, are for familiarisation and planning, with implementation scheduled for 2019.

For Early Stage 1 – Stage 3 content has been arranged in the syllabus document for two broad student groups: students who are studying the language as second- or additional-language learners, with modified content for students who have prior learning and/or experience. The content for both groups addresses identical outcome statements.

Reference documents:

NSW syllabuses <<https://syllabus.nesa.nsw.edu.au/>; Languages in Kindergarten to Year 10>.

Languages in Kindergarten to Year 10 <<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages>>.

NT

The Australian Curriculum is implemented in the eight Key Learning Areas, including Languages, for both F–10 and 7–10 sequences for the three learner pathways.

The Northern Territory Department of Education has released a new School Curriculum and Assessment Framework, which mandates the use of the ACL, and which has increased the recommended time for languages learning in schools from 1 hour 25 minutes to 2 hours per week.

The department is currently working to develop Scope and Sequence documents, based on the ACL, in the main eight languages taught in Northern Territory.

The new NT Languages Framework states: in Transition (F) to Year 6, all learning areas are to be provided each year. However, time allocations listed are only recommended, and not all schools provide Languages programs from Transition onward.

Reference documents:

NT school curriculum <<https://nt.gov.au/learning/primary-and-secondary-students/nt-school-curriculum/introduction>>.

Primary years curriculum <<https://nt.gov.au/learning/primary-and-secondary-students/nt-school-curriculum/primary-years-curriculum>>.

QLD

Schools are required to implement the Australian Curriculum by the end of 2020. Schools may choose to teach any language for which an ACL syllabus has been written. For Languages, students are to be taught the curriculum for the year-level band that matches their class cohort/year of schooling.

Schools must teach languages from Years 5 to 8, and where possible offer a Languages program from Prep to Year 12. Both the F–10 and the Years 7–10 sequences are used.

All three student pathways are recognised, but generally second-language syllabuses are implemented.

The study of an Aboriginal or Torres Strait Islander language is also appropriate in any of the three pathways.

Curriculum into the classroom (C2C) languages specifically supports implementation of the ACL based on the F(Prep)–Year 10 sequence for Chinese, French, German, Indonesian, Italian and Japanese.

C2C materials for Languages include: band plans – as per the bands of the Australian Curriculum; topic overviews – advice on designing a sequence of teaching and learning; a topic map organised according to topics and key ideas; topic outlines – learning opportunities, teacher and student resources; unit plans; assessment materials; language, literacy and numeracy essentials.

Reference documents:

P-12 curriculum, assessment and reporting framework <<http://education.qld.gov.au/curriculum/framework/p->

12/index.html>.

Global schools through languages <<http://education.qld.gov.au/curriculum/framework/p-12/globalschools.html>>.

SA

Schools are required to report against ACL Achievement Standards for R–10, from 2017.

The ACL is implemented in both F–10 and 7–10 sequences for first-language, second-language, and background-language pathways.

The education department (DECD) promotes language learning from Reception (the Foundation year), with schools required to offer a program from 2018, if at all possible.

Reference documents:

Reporting on Australian Curriculum in DECD Schools Reception to Year 10; Curriculum, Pedagogy, Assessment and Reporting Policy for R–10 <<https://www.decd.sa.gov.au/doc/curriculum-pedagogy-assessment-and-reporting-policy-reception-year-10>>.

SA Teaching for Effective Learning Framework (TfEL) <<https://www.decd.sa.gov.au/teaching/teaching-effective-learning/teaching-effective-learning-framework>>.

TAS

The Australian Curriculum is implemented in its original format. Languages are being implemented through an engagement stage during 2018–2019, and fully in 2019.

Reference documents:

Curriculum implementation guidelines for Tasmanian public schools

<<https://documentcentre.education.tas.gov.au/Documents/Australian%20Curriculum%20Implementation%20Guidelines%20for%20Tasmanian%20DoE%20Schools.pdf>>.

VIC

The ACL has been adopted as the *Victorian Curriculum: Languages* for both F–10 and 7–10 sequences for first-language, second-language, and background-language pathways.

All Victorian schools are required by legislation, and as a condition of their registration, to provide instruction in the eight learning areas, including Languages, from the Foundation year. It is recommended that schools plan a Languages program that is provided for a minimum of 150 minutes/week, spread as evenly as possible across the week.

The Victorian Curriculum and Assessment authority (VCAA) has developed generic curricula for Roman and Non-Roman Alphabet languages. to allow any world language to be offered by a Victorian school. It also utilises the

Framework for Classical Languages, which schools can use to develop language-specific programs for Classical languages other than Classical Greek and Latin.

Reference documents:

Languages

<<http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/languages/Pages/default.aspx>>

What Makes a Quality Language Program

<<http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/languages/manage/Pages/languagequality.aspx>>.

Languages <<http://victoriancurriculum.vcaa.vic.edu.au/languages/introduction/about-the-languages>>.

WA

The ACL has been adopted and adapted into a year by year framework, in the *Western Australian Curriculum: Languages*.

There is a single pre-primary to Year 10 sequence for second-language learners for each language. Advice (including modified achievement goals) is provided about fundamental learning required if starting a language in Year 3 or Year 7.

Schools are expected to provide a Languages program across the P–10 years, though Languages are only compulsory for Years 3–8. *The Western Australian Curriculum: Languages* is being implemented in Year 3 in 2018, in Year 4 in 2019, and up to Year 8 by 2023.

Some adaptations from the ACL that are evident in the Western Australian Framework include: Achievement Standards are presented in year levels, and the ‘threads’ (individual content descriptions within each sub-strand) are removed.

Reference documents:

Languages <<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages>>.