Teachers as resources: further advancing ourselves and the profession

23rd AFMLTA International Conference
Monday 5th July
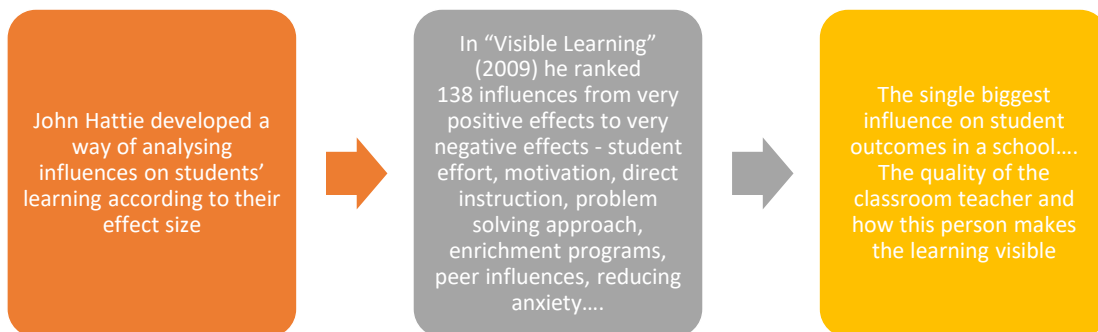Nathan Harvey
President
AFMLTA

In this session:

- The teacher is the single most powerful resource in promoting the value of language learning.

- Identify and draw on our knowledge and skills in equipping ourselves for classroom and professional practice and as advocates for what we do.

- Take a critical stance and develop skills in how to describe and highlight our work.
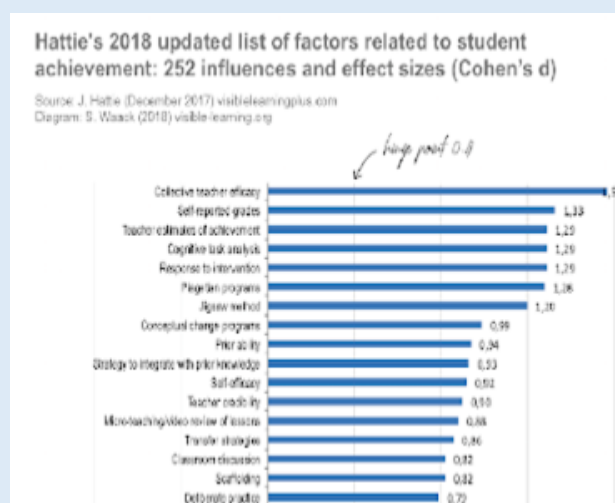
What works best in education?

| John Hattie developed a way of analysing influences on students' learning according to their effect size | → | In "Visible Learning" (2009) he ranked 138 influences from very positive effects to very negative effects - student effort, motivation, direct instruction, problem solving approach, enrichment programs, peer influences, reducing anxiety…. | → | The single biggest influence on student outcomes in a school…. The quality of the classroom teacher and how this person makes the learning visible |

'New' biggest influence…

• 2018, Hattie presented the 'new number 1' influence based on 900 case studies

• **Collective teacher efficacy**

• Effect size (1.57) is huge - is more than two times bigger than that of feedback (*0.72*) and almost three times bigger than the effect of classroom management (*0.52*).

Hattie's 2018 updated list of factors related to student achievement: 252 influences and effect sizes (Cohen's d)

Source: J. Hattie (December 2017) visiblelearningplus.com
Diagram: S. Waack (2018) visible-learning.org

The message is crystal clear: together teachers
can achieve more, especially if they collectively believe
that they can do so.

The teacher is the single most powerful resource in
promoting the value of language learning.

The best advocacy…

The best advocacy for languages is a successful teaching program that is intellectually stimulating, engages students and wins the respect of colleagues.

Jim Dellit (2007)

• Do you agree with this view? Why/why not?

• Are languages teachers the best people to advocate for themselves and their programs? Why/why not? Who else should/might do it?

• Is it enough for languages teachers to be 'successful' only in the classroom? Is this what Dellit means?

• Why is winning the respect of colleagues important? To which colleagues does this apply? Are there wider connections and communities that need consideration?

AITSL Professional Standards for Teachers

- A public statement about what constitutes quality teaching
- 3 domains
- 7 standards
- 37 points

12 Personal attributes

Paul Witty 1947

Cooperative, democratic attitude
Kindliness and consideration to the individual
Patience
Wide interests
Personal appearance and pleasing manner
Fairness and impartiality
Sense of humour
Good disposition and consistent behaviour
Interest in pupils' problems
Flexibility
Use of recognition and praise
Unusual proficiency in a particular subject

Personal attribute ? Professional skill

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┌─────────────────────────────────────────┐
│ Kindliness and consideration for the      │
│ individual                                │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│ Differentiated learning and differentiating│
│ the way you relate to students            │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│ About how you *are* and the relationship  │
│ that you establish with kids and you need  │
│ to understand a whole range of things to   │
│ be able to do that well - kids with ADHD,  │
│ kids who are struggling with outside issues│
│ with home structures...                   │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│ Kindness is shown in the way that you     │
│ expect students to perform on tasks.      │
└─────────────────────────────────────────┘
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Personal attribute ? Professional skill

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┌─────────────────────────────────────────┐
│ Fairness and impartiality                 │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│ Being fair is not being the same          │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│ Fairness in curriculum, pedagogy and      │
│ assessment                                │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│ Assessment must be fair...                │
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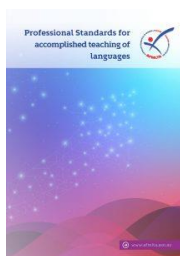
Personal attribute 🡒 Professional skill

Sense of humour

⬇

Make a learning moment come to life by finding the humour.

⬇

Using humour in a way to break the mood for students.

⬇

You need to be really professionally well-groomed to use it well.

AFMLTA Teacher Standards

In 2021,the AFMLTA updated the suite of Professional Standards to support Languages teachers in reflection on practice and planning for future growth.

Why have standards?

- Standards help to capture the professional nature of teachers' work

- There is value in articulating what constitutes accomplished teaching and for this to be done by the profession for the profession

- The Standards are designed to reflect the practice of accomplished teachers: that is, they reflect the highest end of the profession

AFMLTA Program Standards

- The Program Standards are descriptions of what language teachers as professionals would recognise as program conditions that would provide for students' high quality language learning experiences.

- Many teachers (of all subjects) are not teaching in ideal programs. This does not mean that the Program Standards are not relevant to them. Working to develop the quality of programs offered in schools is an important part of teachers' professional roles.

- The Program Standards are designed to assist teachers in improving the conditions in which they teach in order to improve their students' learning.

- **No-one ever says they regret learning a language**

- Challenge for schools to introduce new aspects of the curriculum.

- "I give my language teacher heaps of independence. I don't worry about him/her because they know what they're doing".

- Be proud of what you do and let others know about it.

It's ok to let others know…

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century.

Arguably, more than any other learning area, Languages provides opportunity to incorporate the capabilities.

Obsession with 'literacy'

Learning another language helps develop general literacy skills. How so…..?

From the Literacy Continuum of the WA Curriculum:
- navigate, read and view simple texts with familiar vocabulary and supportive illustrations
- reflect state of wellbeing, for example contentment, joy, worry, pain
- reflect a physical state, for example hot, cold, nausea
- using beginning knowledge of layout, context, vocabulary, grammar, phonics, visuals, and simple navigating functions on tablets and personal computers

Literacy continuum…

- identifying the most effective image to include in a report
- use pair, group and class discussions and formal and   informal debates as learning tools to explore ideas
- plan, research, rehearse and deliver presentations on more complex issues and learning area topics
- survey questions and reports
- identifying the most effective image to include in a report

https://k10outline.scsa.wa.edu.au/home/teaching/general-capabilities-over/literacy2/learning-continuum

Obsession with Numeracy

Learning another language helps develop general numeracy skills. How so….?

From the Numeracy Continuum of the WA Curriculum
- demonstrate concepts of counting using every day experiences
- showing anticipation that something will happen on the count of 1, 2, 3
- identify situations that involve the use of money
- following actions to a song or dance

Numeracy continuum…

- using mobile phone bills to identify usage trends
- create and interpret maps, models and diagrams using a range of mapping tools
- use 12- and 24-hour systems within a multiple time zone to   solve time problems
- calculating the correct time differences before phoning an overseas friend
- recording the correct time when creating a new event in a social media website

https://k10outline.scsa.wa.edu.au/home/teaching/general-capabilities-over/numeracy/learning-continuum

Reflection

The teacher is the single most powerful resource in promoting the value of language learning.

It's ok to let others know this.

It's ok to be proud of what you do and let others know the real details of it.

Think about one thing that needs to happen to make things even better. When you are able, tackle that one thing.

A positive attitude is contagious!

References

AFMLTA Professional Standards for Accomplished Teachers of Languages and Cultures
https://afmlta.asn.au/resources/professional-standards/

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