



Updated AFMLTA Professional Standards: Development and application

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AFMLTA Professional Standards: the journey so far ...

Professional standards for accomplished teaching of languages and cultures

Australian Federation of Modern
Language Teachers Associations

2005



Professional Standards Project

LANGUAGES

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Welcome to the Professional Standards Project website

Welcome to the Professional Standards Project - a major national professional learning initiative designed to support teachers of Languages in their daily work.

This project is funded by the Australian Government Department of Education, Employment and Workplace Relations through its School Languages Programme.

The project is being developed and implemented by the Australian Federation of Modern Language Teachers Associations (AFMLTA), with the Modern Language Teachers Associations (MLTAs) in each state and territory, and the Research Centre for Languages and Cultures Education (RCLCE) at the University of South Australia.

Find out more about this project by exploring this site – what the project aims to achieve, who is involved, key project stages, materials being developed, etc.



Australian Government
Department of Education, Employment
and Workplace Relations

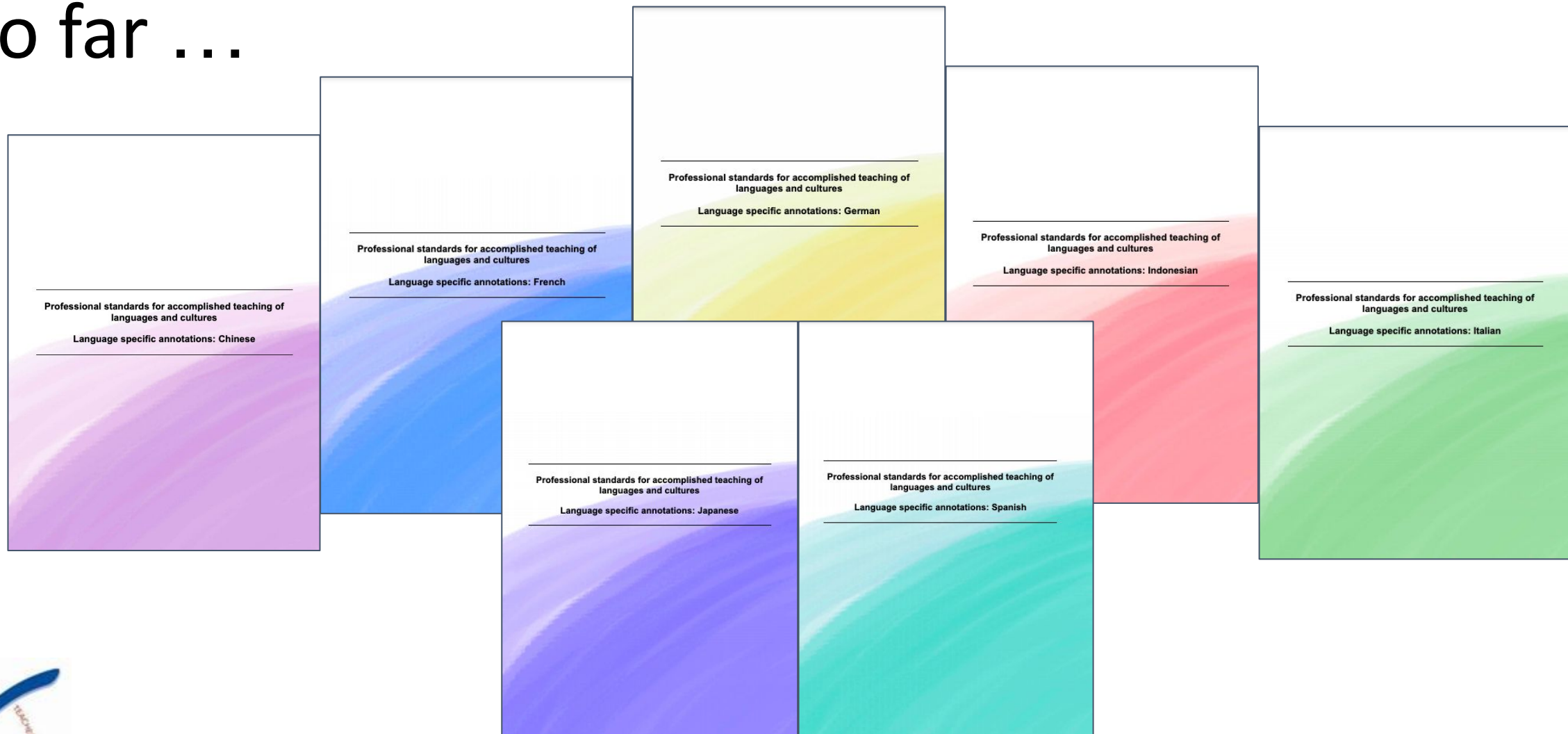


University of
South Australia

Research Centre for
Languages
and Cultures



AFMLTA Professional Standards: the journey so far ...



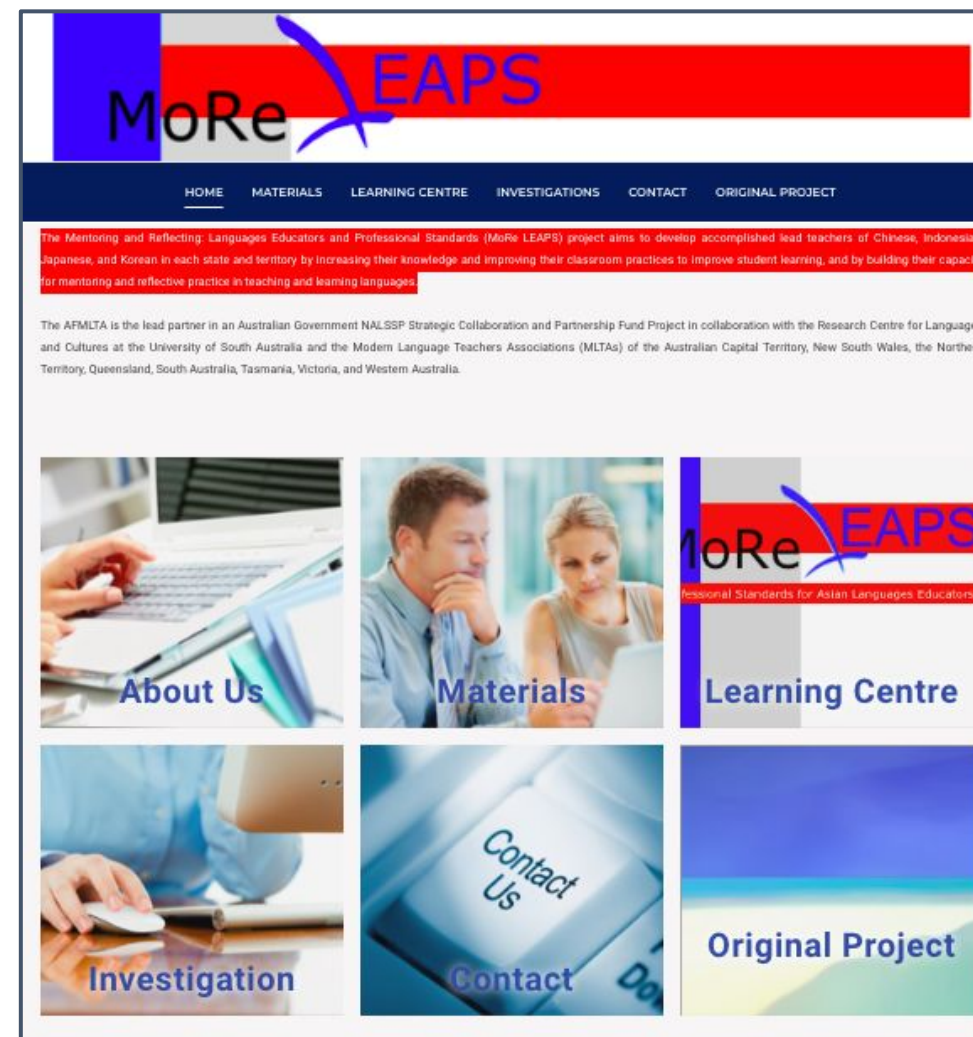


AFMLTA Professional Standards: the journey so far ...

Professional standards for lead teachers of languages and cultures

Australian Federation of Modern Language
Teacher Associations 2012

An additional dimension to the Professional Standards for the
Accomplished Teaching of Languages and Cultures, AFMLTA 2005





AFMLTA Professional Standards: the journey so far ...

Aligning Standards

These resources bring together the AITSL and AFMLTA Standards in one document for each of the following languages:



Chinese
(PDF)



French
(PDF)



German
(PDF)



Indonesian
(PDF)



Italian
(PDF)



Japanese
(PDF)



Spanish
(PDF)

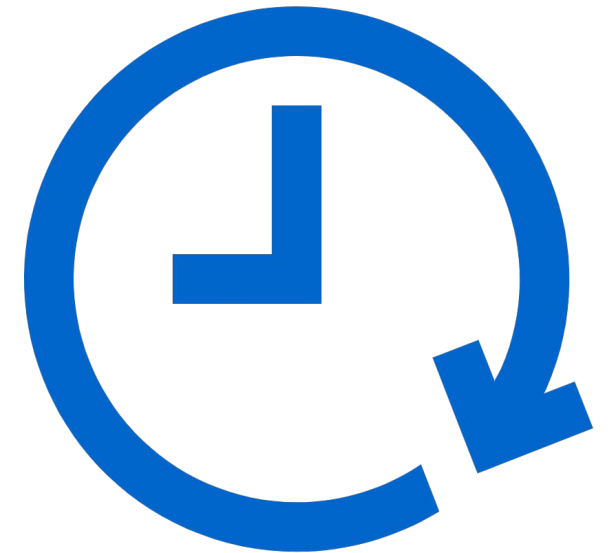


Why the update?

Standards are always out of date. That is why they are called standards.

Alan Bennett

Standards are contextual and need to reflect current directions, theories, perspectives, developments, research, and evidence in Education in general and in Languages Education in particular.





Focus on Intercultural Language learning (IcLL)

- Removal of the word culture from the title
- Strengthening of the intercultural dimension:

Accomplished teachers of languages:

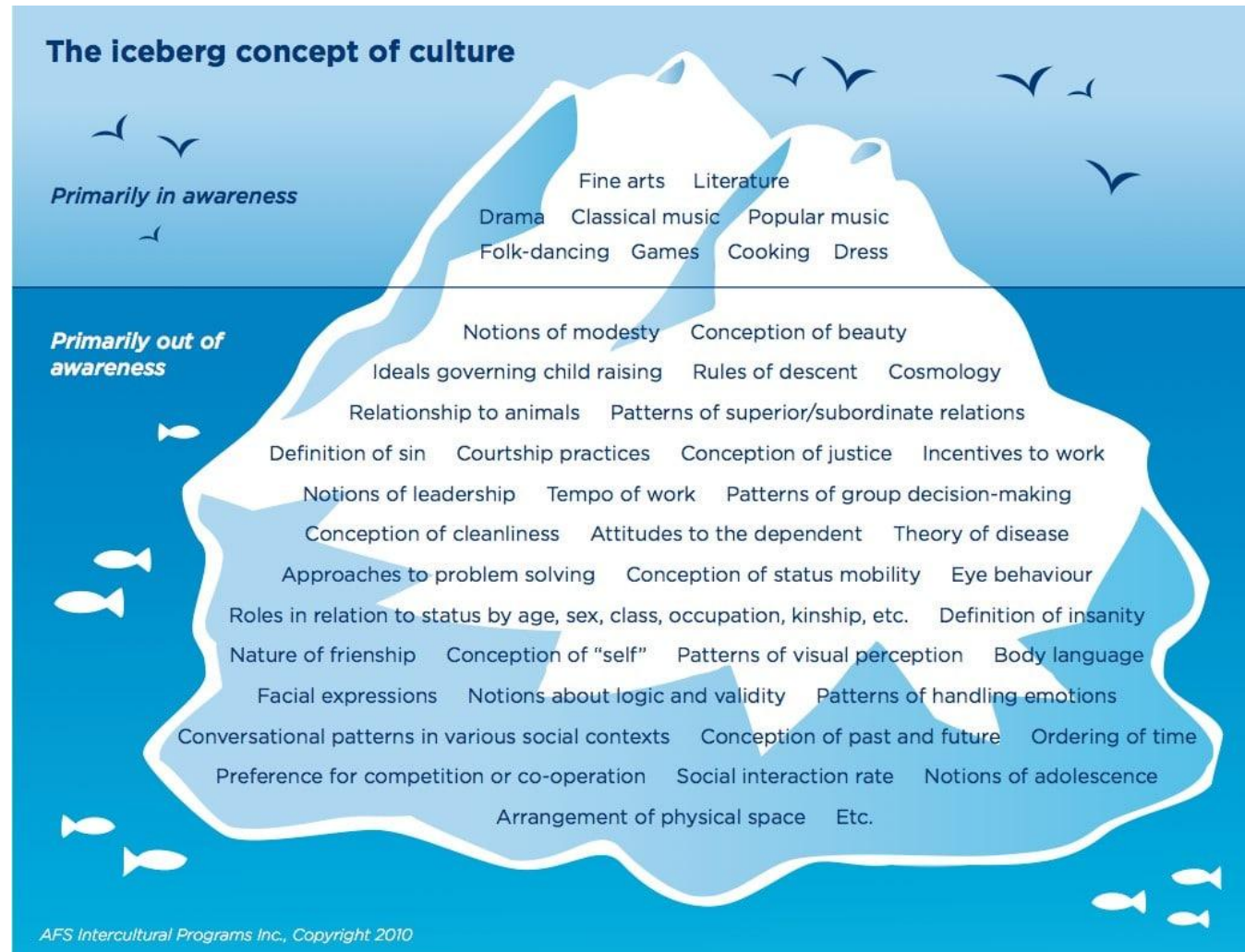
- ❖ Understand that learners bring their own language and culture experiences to the classroom, and actively acknowledge and seek to include these experiences in the classroom.

Suggested question for reflection:

How do you come to understand the language and culture experiences of learners in the classroom?

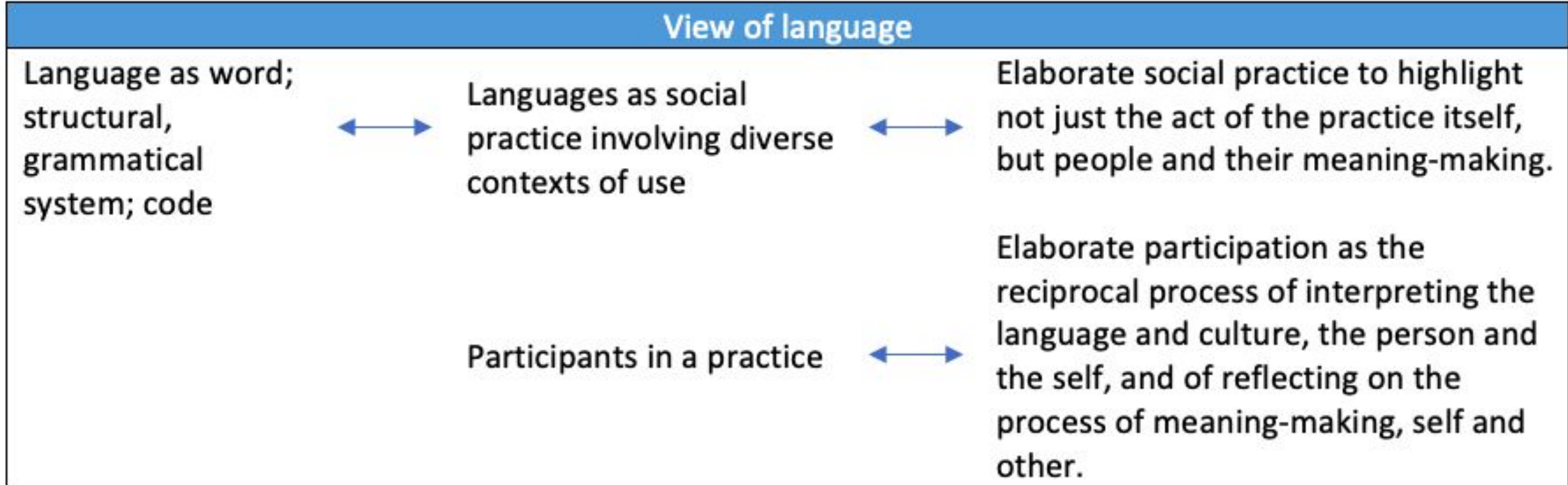


Intercultural language learning



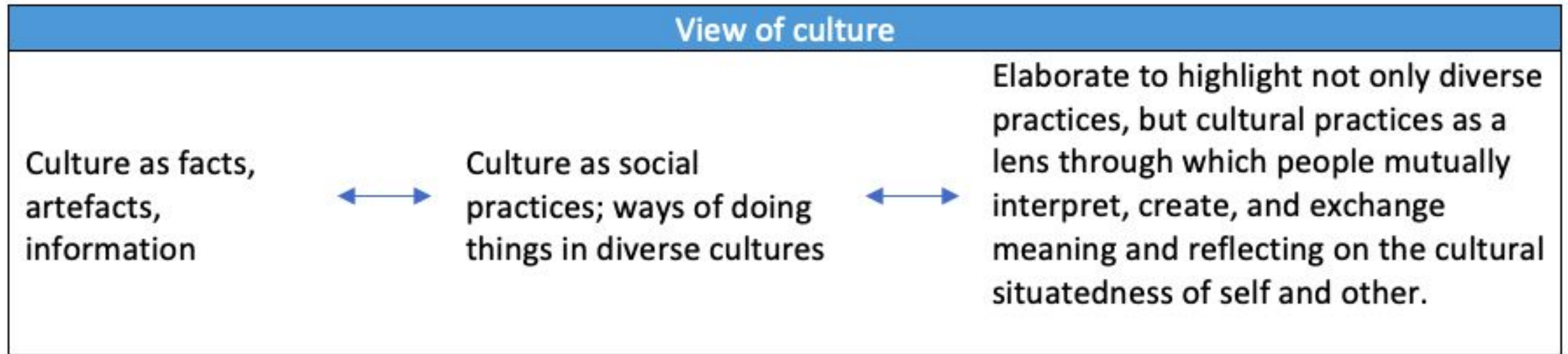


Reframing language, culture and learning



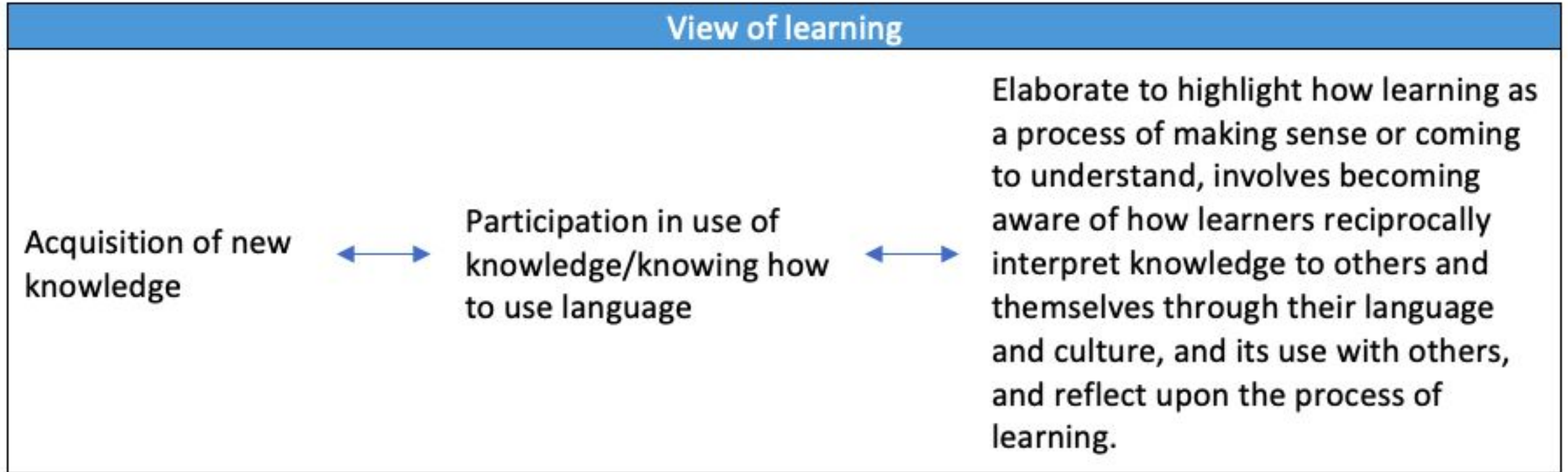


Reframing language, culture and learning





Reframing language, culture and learning





Poll/activity

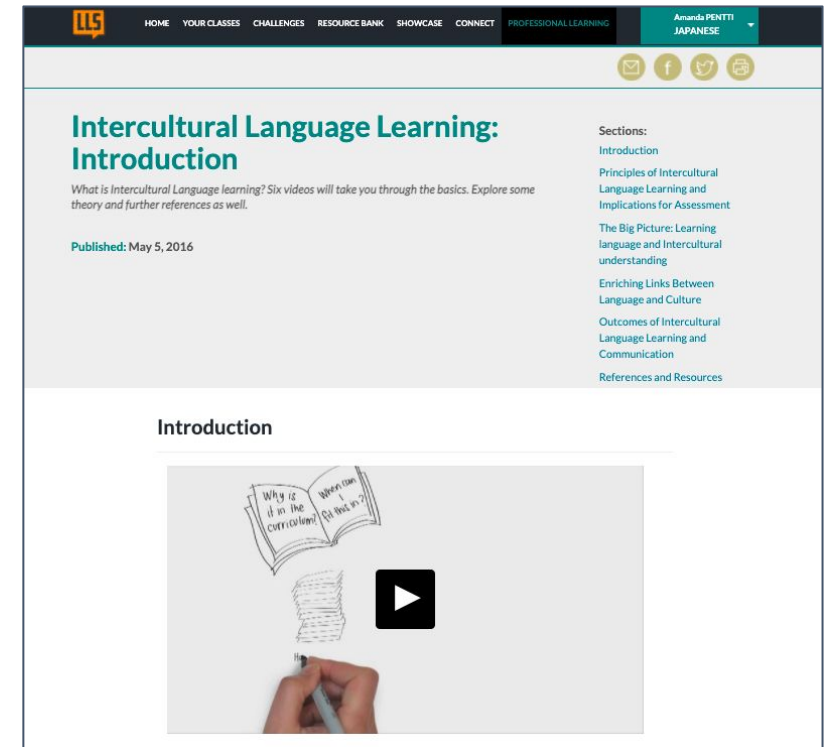
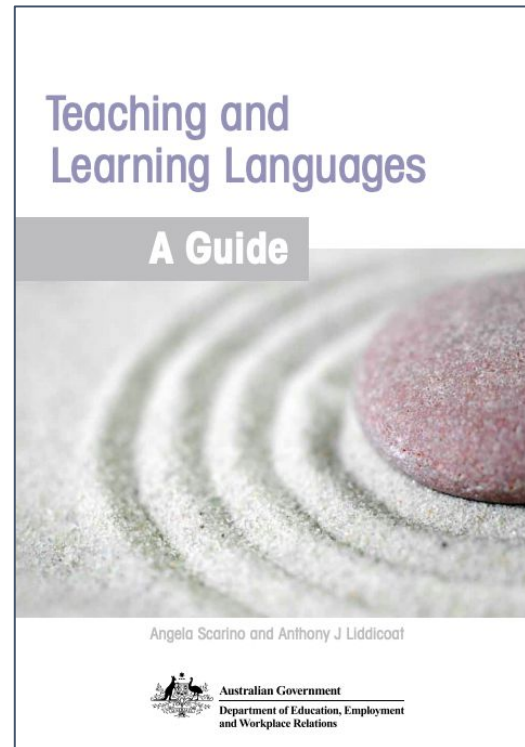
- How well understood/practiced you think intercultural language learning is among languages teachers?
- Poll:
 - 1. well understood and practiced
 - 2. somewhat understood and practiced
 - 3. not well understood and practiced
 - 4. don't know
- Place a number and comment in the chat box to explain your response to the poll





Intercultural language learning

- Suggested resources to promote understanding of IcLL, e.g.





The revision process

- What stays the same?
- What needs to change?
- AFMLTA executive collaborate on shared document
- Circulate to MLTA/LTA Presidents for feedback
- Additional suggestions accepted and incorporated

Same process for revision of Professional Standards for Lead teachers of languages and cultures.



What stays the same?

Teacher Standards

- education theory and practice
- language and culture
- language pedagogy
- ethics and responsibility
- professional relationships
- active engagement with a wider context
- advocacy
- personal characteristics

Program Standards

Program Standards



What stays the same?

Structure

Educational theory and practice

Accomplished teachers of languages have knowledge of learner development appropriate to the level at which they teach, and apply this knowledge in all aspects of their teaching.

- ❖ identify the learning needs of individual learners
- ❖ prioritise positive relationships with students and understand the connection between students' health and wellbeing and their academic progress
- ❖ engage with current theories of education, general principles of teaching and learning, and classroom management
- ❖ keep up to date with developments in the field of education through professional learning, professional reading and/or research
- ❖ are aware of the culture(s) of schooling in the contexts in which they teach
- ❖ actively engage with school and education policies, and curriculum frameworks
- ❖ are able to locate languages within a wider educational context, creating connections with other curriculum areas, school priorities and with extracurricular activities.

Suggested questions for reflection

What do you know about the individual learners you teach and their needs, interests and capabilities?

How do you establish and maintain positive relationships with learners and support their wellbeing?

How comprehensively do you understand and engage with the discipline, traditions and debates in languages teaching?

What is the culture of the school in which you teach?

What do you know about policy and curriculum documents which are relevant to languages teaching, in your school and more broadly?

How can you use this knowledge to inform your teaching?

How do you make connections with other curriculum areas and with extra curricular interests?



What needs to change?

Updates to research and practice:

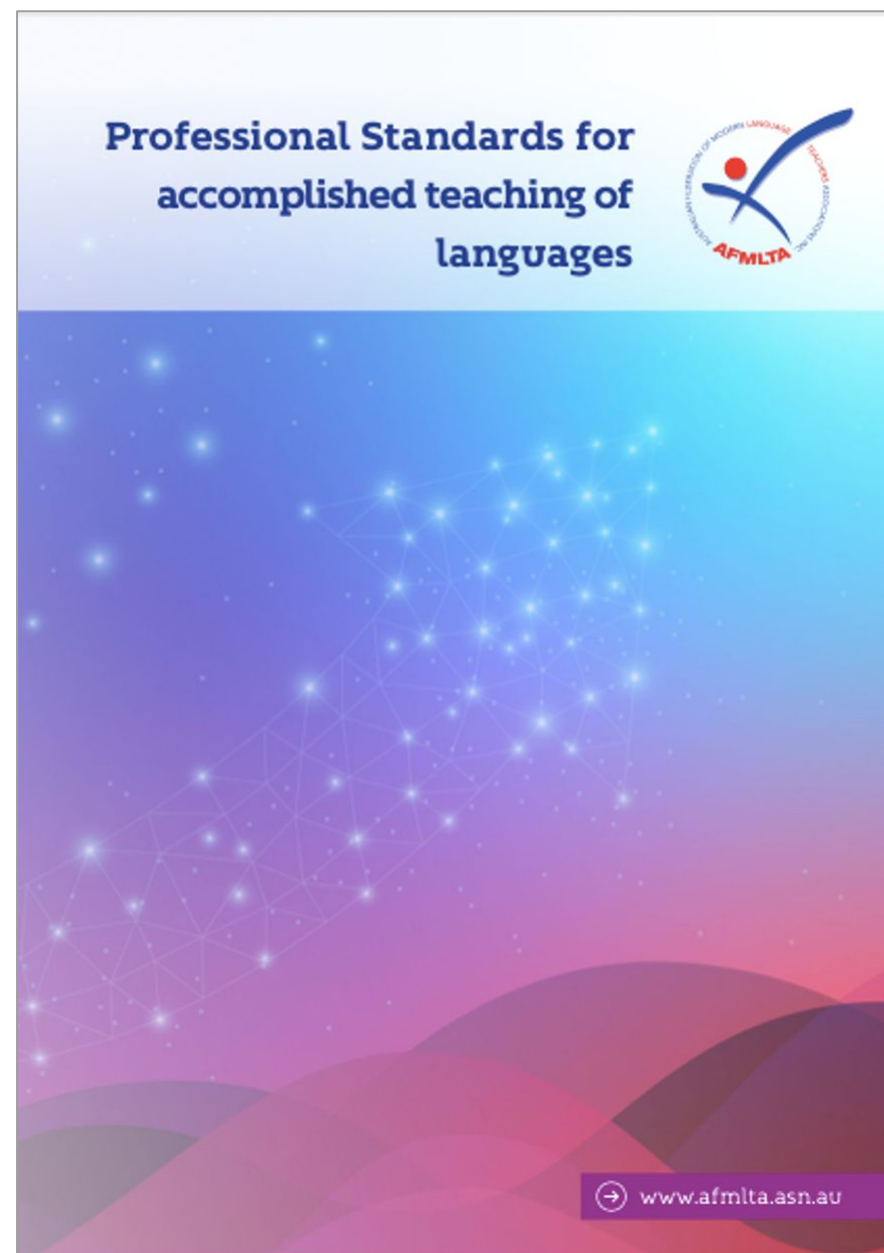
- focus on the learner
- identifying learning needs of individual learners
- importance of student/teacher wellbeing
- importance of building positive relationships
- integration of technology



Update the look

The look has been updated to incorporate the colour palette of our new website.

The “reaching for the stars” motif highlights the aspirational nature of the Standards





Accessibility for ease of engagement with resources

Paragraphs replaced with dot points:

Ethics and responsibility

Accomplished languages and cultures teachers take responsibility for the teaching and learning relationship and for social and cultural relationships in their teaching.

They have a developed knowledge of their current groups of students, and strategies at their disposal to get to know new groups each term.

They establish trust between teacher and learners which fosters an empathetic view of self and others.

They know and reflect on their own values and ideological positions and demonstrate respect for the different values of learners, communities and cultures.

They seek to enable students to understand issues from multiple perspectives so that they can make their own choices and judgments.

They:

- ◆ have a developed knowledge of their current students, and strategies at their disposal to get to know new groups or individual students
- ◆ establish trust with their learners that fosters an empathetic and inclusive view of self and others
- ◆ know and reflect on their own values and ideological positions and demonstrate respect for the different values of learners, communities and cultures
- ◆ understand their role as a representative of the profession
- ◆ seek to enable students to understand issues from multiple perspectives so that they can make their own choices and judgments
- ◆ view themselves as activators of potential, not just deliverers of curriculum.



Where to find the Standards



Australian Federation of Modern Language Teachers Associations

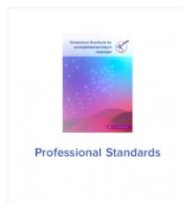
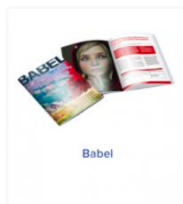


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AFMLTA: The national voice for teachers of languages

Providing vision, leadership, representation, advocacy and support
for quality teaching and learning of languages

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professional standards



AFMLTA has developed a suite of Professional Standards resources to support Languages teachers in reflection on practice and planning for future growth. These include the following documents:

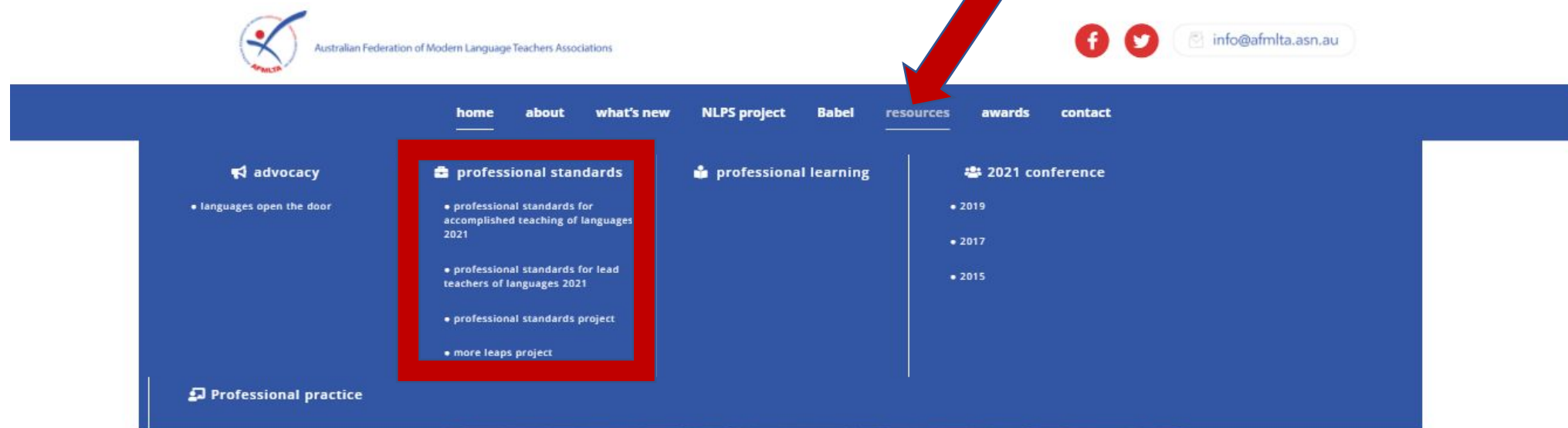


Professional Standards for Accomplished Teaching of Languages (2021) [PDF](#)

Professional Standards for Lead Teachers of Languages (2021) [PDF](#)



Online versions of Professional Standards





Group sharing

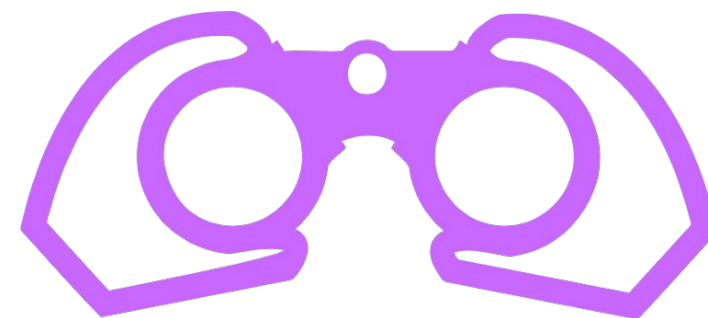
- How have you used/could you use the AFMLTA Standards in your context?
- Place a comment in the chat box to explain your response to the poll





Where to from here?

- Updates to:
 - Annotated standards
 - Aligned standards
 - Professional learning





References

[Professional Standards for the accomplished teaching of languages \(2021\)](#)

[Professional Standards for lead teachers of languages \(2021\)](#)

[Final report on infusing sociocultural dimensions into language programs](#)

[Teaching and Learning Languages: A Guide.pdf](#)

[Language Learning Space](#)

[Iceberg of culture](#)

[Australian Curriculum: Languages. Foundation to Year 10. Curriculum Design](#)

[The Shape of the Australian Curriculum](#)

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