Languages workshops and individual support 2017

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For teachers of Years P-10

Presentation 1: Update on the new curricula for Languages (60 mins)

(School admin and those new to Languages)

➢ Overview of progress to date of the transition from the Curriculum Framework to the Australian Curriculum and P-10 Western Australian Curriculum for Languages
➢ Understanding of the design of the new curricula: new terminology, the strands, the general capabilities and cross curriculum priorities
➢ Comparison of the architecture of the Australian Curriculum v's Curriculum Framework
➢ Information about the timeline of the P-10 Western Australian Curriculum for Languages
➢ Discuss implications for implementation and delivery in schools

Presentation 2: Policies and politics of Languages education and what it means for me (60 mins)

(Graduate teachers and those new to Languages)

➢ Background to state and national policies and initiatives
➢ Where does Languages education sit in the context of the Melbourne Declaration, the Australian Curriculum and the P-10 Western Australian Curriculum?
➢ An update on the position of Languages in the Western Australian context
➢ Who are the important authorities, sectors, associations at a national, state and local level and how do I connect and engage for support and advice?

Presentation 3: Developing Intercultural Understanding and Asia Capabilities (90 mins)

(Whole school/learning area teams)

➢ Exploring the moral imperative for the development of Asia capabilities in schools
➢ What do we mean by intercultural understanding and skills (definitions and theories)?
➢ Guiding principles for developing intercultural understanding and skills in students
➢ Online resources and further professional learning

Workshop 1: Rethinking organizational foci for Languages (90 minutes)

(Languages teachers and teams)

➢ Explore a variety of approaches to organizing content and learning, including thematic, a "Big Ideas", Content and Language Integrated Learning (CLIL) and genre focus approach.
➢ Link to other learning areas, general capabilities and cross curriculum priorities.
➢ Reflect on current scope and sequence and identify potential for change.
➢ Consider models of scope and sequence frameworks to suit individual context.

Workshop 2: Planning a Unit of Inquiry (90 minutes)

(Languages teachers and teams)

➢ Develop an organizational focus unit of inquiry for a class of students
➢ Programming templates
➢ Assessments and Resources
➢ Start the backward mapping process to develop the content for the unit

Workshop 3: Developing an Assessment Task (90+ min workshop)

(Languages teachers and teams)

➢ Discuss principles of good assessment
➢ Explore the difference between a language practice task (LPT) and a language use task (LUT)
➢ Design and peer review an assessment task for a current unit of inquiry.

(Oral communication and writing tasks will only require approx. 90 minutes, while assessment tasks for reading, viewing and listening will require more time).

Workshop 5: Ten ICT's for Language Learning (60 minutes)

(Languages teachers and teams)

➢ ICT's for communicating
➢ ICT's for creating
➢ Participants will have the opportunity to play with some of the technologies (but not all) as it is a 'walk through' a series of 10 ideas.

All above workshops are suggestions for areas of focus when the Curriculum Consultant works in schools to support Languages teachers. However, schools may wish to negotiate prior to the visit for alternative areas of focus or make specific requests. Visits are free to AISWA member schools and can be arranged by contacting Kate Reitzenstein directly on 9441 1605, 0407 536 749 or at kreitzenstein@ais.wa.edu.au.