

# Using the Guide

The Guide is supported by additional materials available at [www.tllg.unisa.edu.au](http://www.tllg.unisa.edu.au). These materials consist of a number of related resources designed to support teachers in developing a teaching stance and the practices that follow. Each section of this Guide is supported online with examples from classroom practice. The examples act as companion guides to the information provided in each section and present teaching activities in six languages. These online resources are provided as examples of what real teachers do when they are working in real contexts. They can be used for reflection on teaching, learning, assessment and evaluation. We know that teachers learn best from other teachers and so we encourage teachers to look across the sets of examples in all languages rather than just in languages they teach.

The Guide does not purport to be a methodology manual, though the online examples of programs will enable language teachers to relate ideas discussed in the Guide to their daily classroom practices. The nature of teaching and learning means that teachers are, by nature and necessity, professionals who think about their work with their particular students in their particular context, and who learn and change through thinking and reflecting on practice. This Guide provides an opportunity to engage with the increasingly sophisticated theoretical and practical work of language teaching and learning, and using languages for communication in increasingly diverse settings.

Curriculum material has often come to teachers as prescriptive practices that they have been required to adopt and adapt. But teaching and learning are complex processes that require sensitive judgments and decisions to be made in context. Prescriptions do not necessarily work. For this reason, this Guide focuses on developing understanding and professional self-awareness rather than prescription (Pinar, 2003). It is a resource for members of the profession to use as they continuously consider their own experiences in light of the ideas discussed and their own classroom practice, and their own self-understanding as teachers, as part of the ongoing development of their personal, professional stance.

Some teachers may wish to work through the Guide chapter by chapter on their own or with a group of colleagues. Others may just wish to work on particular aspects of their practice, though it is likely that working on one aspect of teaching and learning will naturally lead to a consideration of others, in an ongoing cycle of reflection.