Australian Government

Department of Education, Employment and Workplace Relations

Teaching and Learning Languages: A Guide

Practice example

Engaging parents

Research Centre for **Languages and Cultures**

UniSA

Disclaimer

The views expressed in the publication do not necessarily represent the views of the Australian Government Department of Education, Employment and Workplace Relations.

Introduction to examples

Collected here are examples of teachers' work. These are drawn from teacher practice and are included here to exemplify aspects of teaching, learning and assessing languages, as discussed in the *Guide*. Teachers were invited to share their planning and programming documents and members of the project team worked with them to further develop aspects of their work.

Programs

The collection of programs includes primary, middle and senior secondary long and short term programs. These contain annotations designed to point out specific points of interest for you to consider in your reading of them. At the end of each program you will find a commentary that describes how the program exemplifies selected sections of the *Guide*.

A selection of teachers' work

This is a selection of programs and parts of programs, plans for classroom teaching, planned assessment tasks, descriptions of the teaching and learning contexts, investigations and evaluations of practice, and reflections on current practices. It shows teachers engaged in professional thinking, planning, reassessing, and evaluating what they teach, how they teach and who they teach.

About the examples

- These examples of teachers' planning, practice and reflection are provided for you to examine, consider and perhaps use in expanding your own understanding of language teaching and learning. We know that teachers learn best from other teachers and so we encourage you to look across the set of examples in all languages rather than just the language(s) you teach.

- The examples of teachers' work included here belong to individual teachers and are taught in a particular context which means that you will not find models that you can instantly adopt and teach. Rather, you will find ideas about teaching and learning that you can use by adapting and reworking them to produce programs, classroom teaching, learning and assessment practices that you can use in your own context.

- The examples of teachers' work are not included here because they constitute 'best practice' or are exemplars of definitive programs for languages teaching and learning. You will find some outstanding approaches to planning and teaching that advance our understanding of how to make languages teaching and learning a rich and effective learning experience for students. You will also find teachers' honest reflections and evaluations of their pedagogies, questioning what they do and rethinking what they will do.

- The examples of teachers' work may include some pedagogies of which you may be critical. However, you will also find professional educators striving to make sense of their work with students, language teaching and language learning.

Example	Engaging parents
Language	All
Level	All
Source	Professional Standards Project professional learning materials http://www.pspl.unisa.edu.au

Teaching and learning	This example shows how teachers might engage
Teaching and learning Classroom interactions The nature of interactional language Tasks and task-types *Student engagement* Recognising the diversity of learners and their life-worlds Technology in language teaching and learning	This example shows how teachers might engage parents in their children's language and culture education through developing strategies and timelines for points of connection. Student engagement is enhanced through connecting with parents who play a significant role in the co-education of their children.

Developing strategies to engage with the wider context, resource ourselves as languages teachers and become advocates for languages and cultural education

Use the following table to identify others with whom you could engage to advocate for and promote wider understanding about the importance of languages and cultures. Some suggestions are provided. Add others appropriate to your own situation and context.

WHO / WHAT	STRATEGY / ACTION	TIMELINE	FREQUENCY
Parents	Information session Use the information session to explain your program, key learning objectives and to talk about the benefits of learning a language and engaging in developing understandings about languages and cultures Explain ways in which parents can be active in their students' language learning, acknowledging their place in their children's education, and suggesting ways in which they can draw on their own language and cultural backgrounds in helping their children with language and culture learning. Invite parents in to talk about their own lives and language and cultural experiences.	Early Term 1	Each semester or term
Other languages teachers	Join MLTA, hub groups, professional association for language; **actively participate** in discussions and decision-making processes	Join now, or find out about groups you could join during current term	Ongoing (meetings once or twice a term); annual membership renewals
School system e.g. CEO	Volunteer to be a member of a steering/advisory group	Beginning of school year	Attend meetings as they occur; liaise with languages coordinator by regular email/phone contact