Teaching and Learning Languages: A Guide

Practice example

Long term planning rationale

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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	A rationale for long term programming
Language	Japanese
Level	K-8
Teacher	Jill Bignell (Tasmania)
	The following is an example of a teacher's commentary on the benefits of long-term programming, in the context of a school where the language is taught from Kindergarten to Year 10.

Programming and planning Planning language programs Long-term and short-term planning Planning for conceptual learning The place of context in planning programs Scoping and sequencing of learning Planning interactions Personalising learning experience	This is a teacher commentary on long-term programming (over primary years of schooling), selecting activities and sequencing learning for different year groups and seeking ways to connect the students' culture with the culture of the target language. Her aim is to personalise the learning through reflection on her own personal experience over time, and to record students' learning as a series of 'snapshots'.

Japanese: Prep to Year 8

Teacher reflections

I think that when you're in a situation where you're teaching from prep to grade 8, you're really focused on language acquisition longitudinally over those nine years of schooling. I've always been very conscious of the topics and themes that I use, so that I'm not repeating myself. I've always had to plan in a two-year cycle. But I think it came to me that it's a natural part of my thinking to think long term, because that's the way I've been working anyway. And it was interesting because even before the ILTLP project, it was sort of happening. I've always been teaching with a focus on the students: it was the children essentially, and I mean I had to think of what I was going to teach the prep, and then the one, two and three class, four, five, six and sevens and the eight class. Every year I had to think of something that gave me activities that I could use over a two-year plan, and by the time I got to Years 7 and 8, I had forgotten it! I'd be running myself mad trying to think of different ways to make toys and things that go with the celebration. So instead, I got my (years) sevens and eights to talk about this children's festival. I began by asking about their own culture: do we have one in Australia? I got them to design a celebration for children in Australia — to go home to their parents, talk about it and come back— so they would have more of an idea why they had the celebration, all the food and symbolic references and so on. I wanted them to apply the idea to their own context and see if a children's day celebration would work in Australia: and if not, why not. I was trying to get those days to connect between the Japanese culture and their own because I thought it would make it more interesting. So I was at a point in my own teaching where I was trying to connect their own culture with the target language culture.

… you know what I mean, you do these things year in and year out and the kids do enjoy them, but you've always got to think of something [new] and it was interesting to invert it. And a couple of years later, the intercultural thing came along, so it was quite interesting. I've enjoyed that.

... I'm also trying to get ways of recording what they do ... So when we finish a piece of work they can come up to the MP3 player and they can read their Japanese and put in their answers and if there're any intercultural questions, read those in English as well; so then I could easily save all that and track that from their prep to grade 8, so that we would have some snapshots of their progress over that continuum.