
Guidelines for investigations

Guidelines for investigations¹

These guidelines are designed to support teachers who are considering carrying out one or more investigations to support their professional development in light of the Professional Standards. The guidelines cover two areas:

- developing self-awareness of one's own professional practice, and
- how this can be supported through classroom-based investigations.

The goal of professional learning through investigations is to develop self-awareness as a teacher guided by the Professional Standards as the expression by the profession of what it means to be an accomplished teacher. This approach involves sustained engagement with the *Standards*. The important emphasis here is that the development of self-awareness is characterised by an 'investigative stance' towards teaching. This stance involves an ongoing interest in professional learning based on noticing, documenting and interpreting teaching and learning practice in the classroom with a view towards making changes. The starting point, scope and scale of these investigations will depend on the experience and interests of teachers and their particular professional contexts. The key in each case is that investigations contribute to developing an ongoing professional learning agenda for the teacher as professional.

Developing self-awareness as a teacher

Classroom-based investigations offer teachers a way of recording experiences of their practice, making these available for consideration by themselves and others. As part of teachers' professional learning, gathering such experiences and reflections make them available for review. This process can support professional learning for a range of purposes, including:

- developing self-awareness of one's own practice from different perspectives;
- identifying, planning and supporting one's own professional learning;
- informing professional interaction with colleagues and the school community;
- providing a basis for performance appraisal;
- gaining recognition as an advanced skills teacher; and
- documenting evidence to support promotion applications.

Understood in this way, professional learning can be documented to create a resource for ongoing development. How this is done will be a matter for individual teachers to decide. It will depend on a range of considerations, including their level of experience, professional interests and aspirations, and the professional context in which they work. A form of documentation that is adaptable to range of situations is the *professional portfolio*. This can be a folder of professional experience which grows to reflect the professional learning journey of the particular teacher. Accompanied in each case by the teacher's own evaluative commentary, the entries provides a record of and basis for ongoing professional learning. The portfolio can include:

- the teacher's programs and reflections on these as indicators of planning skills
- classroom observations conducted by self and others, with commentary

¹ The guidelines should be read in conjunction with the pre-reading (Appendix 1):

Crichton, J. (2007). *Why an investigative stance matters in intercultural language teaching and learning: An orientation to classroom-based investigation*. Canberra: DEST.

- video recording of lessons with annotations
- records of professional activities which the teacher has led or participated
- records of professional reading with evaluative commentary
- examples of students' work with annotations
- students evaluations and feedback provided to students
- reflections on the above, specifically on how these experiences have contributed to the teacher's professional development

A portfolio which attends to these aspects of professional learning can provide an important resource which draws together teachers' consideration of their own practice and the *Standards* in the ongoing development of self-awareness as a teacher.

The next section explains how to plan and conduct investigations to support the development of this self-awareness.

Planning classroom-based investigations

Classroom investigations can be understood as an ongoing 'stance', a way of going about teaching, which enables teachers to gather valuable information about teaching and learning practice which may otherwise go unnoticed.

By systematically gathering data on one's teaching and learning, that renders visible teachers' professional practice, investigations provide ongoing opportunities for professional learning through review, development and renewal of teaching practice. This is a process which supports teachers in developing their self-awareness of themselves as teachers as reflected in the Professional Standards.

The word 'stance' is used here to highlight the fact that teaching is inherently complex, social and interpretive. It recognises that teachers' make decisions based on the interpretive resources that they, as professionals, bring to teaching and learning. The question of how teaching is to be conducted cannot therefore be answered using standardised 'methods' or 'checklists'. Rather, the term 'stance' recognises teaching as an interpretive process at every point, subject to the evolving understandings of teachers and learners and sensitive to the multiple and interconnected contexts in which they interact. The focus on an 'investigative stance' draws together this recognition of teaching as an interpretive process with a focus on how teaching practice can be developed in an accountable way through professional learning.

It is through an ongoing interest in inquiry (Cochran-Smith & Lytle, 1999:289) that teachers can make available for review for themselves and others their lived experience of teaching and learning. In this way the Professional Standards provide a resource to support the teacher's development of self-awareness as a professional.

An investigative stance, then, is not an 'add on' to language teaching and learning. It is:

- an orientation to noticing, documenting and making sense of the actions of yourself and your learners; and
- an ongoing interest in using information about the classroom to develop your own professional learning.

The value of developing an investigative stance is that it enables teachers to use the Professional Standards to support the development of their own teaching and their

students' learning in their particular professional context. For example, the investigation might focus on how the teacher encourages learners to see the world from diverse cultural perspectives, or how the teacher plans for all students to have the confidence to take risks in language learning.

The focus of the investigation will depend at any particular time on the issue that the teacher is addressing. This may be any aspect of teaching and learning which the teacher has already been reflecting on/wanting to develop or change, and in which the teacher can be supported by the Professional Standards; or an issue that the teacher becomes aware of after consideration of the Professional Standards. Whatever the sequence and focus, the investigation should be understood as part of an ongoing project of noticing, documenting, and analysing/reflecting on the teacher's practice and students' learning.

To get started on the process of investigation, first consider in relation to your own teaching practice the following questions and considerations which are presented as planning guidelines.

Why investigate your classroom practice?

An investigative stance supports professional learning because:

- changing your teaching and learning practice requires an understanding of what you currently do;
- in order to use the Professional Standards to support your professional learning, you need to understand your own and your students' perceptions of and interactions with language(s) and culture(s); and
- the process of change provides opportunities to notice, document and further develop your teaching and learning practice in ongoing cycles of investigations that strengthen professional learning.

In addressing this question in your own practice you might consider:

- how you understand the value of an investigative stance for professional learning;
- what it might mean for you to develop an 'investigative stance' to teaching and learning;
- how investigations could support classroom practice, long term planning and assessment;
- what assumptions you make about how your students understand and interact with their own and other languages and cultures;
- how investigations might support planning, teaching, learning and assessment; and
- how your students might benefit from/engage in investigations.

What is the potential scope of your investigation?

The investigation potentially involves every aspect of teaching and learning because:

- professional learning draws in/on every aspect of teaching and learning in relation to language(s), culture(s), the interpersonal and the personal – how teachers and learners interact and understand themselves and each other.

To narrow the scope of your investigation in your own teaching consider how you might change your teaching and learning practice through professional learning, In particular, you might consider:

- how your students perceive and experience language(s) and culture(s) in the classroom and in their lives more generally;

- how students interact, how they understand themselves and each other, how you understand them;
- what you do in the classroom, how students understand what you do;
- what questions these considerations raise for you about your teaching and your students' learning; and
- how you might investigate these questions to support your professional learning.

How can you decide on a starting point for your investigation?

The focus of your investigation depends on the professional learning need it addresses. In other words, it depends on:

- where you see the potential for developing language teaching and learning in your classroom;
- what information about yourself and your students you need to gather to develop teaching and learning in your classroom; and
- how you plan to use the Professional Standards to support your professional learning in this area.

To answer this question for your own context, consider:

- in which areas of your professional practice an investigation would most help you in developing your teaching and your students' learning;
- identifying areas that you consider to be most important or relevant to you and your students; and
- reading the Professional Standards to support you in identifying areas which you might take as your starting point.

What information might you gather to start your investigation?

This will depend on what aspect of your teaching and your students' learning you decide to take as your starting point. You might, for example, consider gathering;

- lesson plans and programs;
- classroom observation notes conducted by yourself and others;
- reflections on professional development activities, eg readings and inservices;
- video or audio recordings of you and/or your students in lessons;
- examples of students' work and your feedback on them;
- students' evaluations and your feedback on them; and/or
- examples of assessment tasks.

How might you conduct the investigation?

This will depend on how you have answered the previous questions in relation to your own teaching context. Your responses reflect your own professional learning interests and how the Professional Standards can support you in addressing these. In particular, your answers will provide a starting point for considering:

- why you will conduct your investigation (its purpose);
- what steps you will take in the investigation;
- what information you will gather
- when/how often you will gather information;
- how you will gather and review the information;
- how you will document what you have done;
- who you will share the information with;
- how you will use the information to inform your professional learning; and
- how you might follow up this investigation to extend your professional learning.

Consider these questions in relation to your own teaching context and to the example of a planned investigation on the following page. How might an investigation of this kind contribute to your professional learning? How might this learning be supported by the Professional Standards? Draw on your reflections to make notes for your first investigation on the planning sheet provided (p. 6).

References

Cochran-Smith, M., & Little, S. (1999). Relationships of knowledge and practice: Teacher learning in communities. *Review of Research in Education*, 24, 249-306.

Crichton, J. (2007). *Why an investigative stance matters in intercultural language teaching and learning: An orientation to classroom-based investigation*. Canberra: DEST.

Planning an investigation (example)

Title: Investigating students' engagement with languages and cultures

<i>Scope/focus/purpose</i> <i>(What need are you addressing?</i> <i>What do you want to achieve?)</i>	<i>Steps</i> <i>(What will you do?)</i>	<i>Documentation</i> <i>(How will you record your evidence?)</i>	<i>Drawing conclusions</i> <i>(How will you interpret and use what you find?)</i>
<p>In order to develop my language teaching and learning I need to understand how my students experience language(s) and culture(s). To address this need I will investigate how my students interact in language(s) and culture(s) inside and outside the classroom. I will use this information to develop students' opportunities for language learning and consider these in relation to the Professional Standards.</p>	<p>Design a task which asks students to record their interactions with language(s) and culture(s) over three days.</p> <p>Ask students to do the task.</p> <p>Read and discuss with colleagues the students' responses, looking for examples/patterns of interaction with language(s) and culture(s).</p> <p>Record my findings.</p> <p>Reflect on the extent to which my findings evidence language learning.</p>	<p>Record any issues that arise in developing the task. Gather and collate students responses to the task. Highlight and record the types and patterns of interaction I notice.</p> <p>Document my reflections on what these findings mean for language teaching and learning in my classroom.</p>	<p>Based on the findings I will develop a task for students which promotes their language learning.</p> <p>Document any issues which arise in designing and running the task.</p> <p>Evaluate the effectiveness of the task in promoting language learning for my students.</p> <p>Consider the implications of the findings for my further professional learning.</p>

Planning your investigation

<i>Scope/focus/purpose (What need are you addressing? What do you want to achieve?)</i>	<i>Steps (What will you do?)</i>	<i>Documentation (How will you record your evidence?)</i>	<i>Drawing conclusions (How will you interpret and use what you find?)</i>

Appendix 1

Why an investigative stance matters in intercultural language teaching and learning: an orientation to classroom-based investigation²

Jonathan Crichton

Module 5 introduces the idea of classroom-based investigation. It may be natural to think of classroom investigation as something which can only happen 'in addition' to teaching and learning, something which can only be done after the learning needs of students have been met. Understood in this way, classroom investigations are not only seen as intrusions on teaching and learning in an already crowded curriculum, but also as requiring the teacher to take on the additional role of a researcher. Moreover, traditional approaches to educational research have been difficult to apply to classroom practice (Hopkins 2002:35), and when teachers do conduct classroom research, this is often with a view to completing a particular project within an action research paradigm (Burns 2005).

This discussion paper promotes a different view. It seeks to develop the idea that classroom investigation can be an integral part of teaching and learning, an ongoing 'stance' which enables us to gather valuable information about teaching and learning which may otherwise go unnoticed. This information can in turn inform how we understand and develop intercultural language teaching and learning for our students.

Developing an investigative stance can be understood as an elaboration of processes associated with good teaching. This emphasis on the value of investigating classroom practice has a history in education that can be traced back at least four hundred years (Hubbard & Power 1999:5). Teaching necessarily involves being alert to what is going on in the classroom, noticing developments and changes, attending to emergent needs, comparing achievements at one point in time with what has happened before and what might happen after, reflecting on teaching practice and assessment, evaluating activities and plans, developing and drawing on curricula, and the host of other activities that contribute to effective teaching practice. Of course these activities do not happen in isolation; they inform each other through the lesson, the day, the week, and over the longer term, acknowledging the perspectives and changing needs of students, teachers and members of the broader school community.

Taken together these activities involve noticing, analysing, interpreting and making sense of the actions of teachers and learners, motivated by an ongoing interest in using information about classroom interactions to develop teaching and learning. It is this orientation that is referred to as an 'investigative stance' - not as a 'noun', an 'add on' to teaching and learning, but 'adverbially': a way of doing teaching, of being alert to interactions, in which teachers continuously notice, compare, reflect on and apply information about teaching and learning back into how they do and how they understand teaching and learning. That this stance is a natural extension of good teaching is underscored by Burnaford, Fischer and Hobson (2001):

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Effective teaching is informed by personal knowledge, trial and error, reflection on practice, and conversations with colleagues. To be a teacher means to observe students and study classroom interactions, to explore a variety of effective ways of teaching, and to build conceptual frameworks that can guide one's work (p 29).

In the broadest terms this stance reflects a professional interest in understanding what 'it' is that is going on in the classroom. Importantly, the inverted commas signal a recognition that the 'it' will, in all likelihood, not be singular, that the answer involves investigating the perspectives and behaviours of teachers and students. This process needs to be systematic and accountable, involving

careful listening, observing, and a good idea of where you want to go—combined with a focus on what is happening right now and a knowledge of how it all connects to what happened yesterday. Most important is the determination, in the midst of all this, to remain open to possibility (Hubbard & Power 1999:35).

At the same time it involves drawing on 'the kind of skills and classroom activities that already are a part of the classroom environment.... not a split personality, but a more *complete teacher*' (Hubbard & Power 1999:3).

Such a stance invites both teachers and students to develop their understanding of classroom practice in ways that can inform teaching and learning. An investigative stance is not restricted to the teacher in isolation, or students as the focus. It opens the possibility of exchange, interaction and dialogue between teachers and students, teachers and teachers and students and students. It invites students and teachers to become aware of the value of investigation, to acknowledge the classroom itself as a site of exploration and discovery.

In the context of intercultural teaching and learning, the need for an investigative stance becomes crucial for three reasons: 1) it facilitates program development and evaluation because developing teaching and learning practice requires an understanding of what the teacher currently does; 2) in order to teach, plan and assess intercultural there is also the need to understand students' own perceptions of and interactions with language(s) and culture(s); and 3) in intercultural language teaching and learning, teachers and students are primarily and routinely engaged in a constant sense of enquiry in the effort to understand how they perceive others and how others perceive them in the process of interpreting and making meaning – just as they do in communication in everyday life.

The first point reflects the more general point that any attempt to enhance teaching and learning requires an awareness of what we are changing and how to plan for this. The second and third points acknowledge intercultural language teaching and learning as an 'orientation' (Scarino & Crichton 2007) that

- recognises and develops students' capability to integrate in interaction in the target language an understanding of themselves as already located in a language(s) and culture(s), and an understanding of the same in others – that is, acting simultaneously as performer and audience (Crichton, 2006);
- focuses on how such understanding affects and is affected in and by interaction with others;
- invites students to stand back or decentre from their own linguistic and cultural perspective to consider diverse perspectives of others;

- understands that in intercultural interaction, the ethical consequences are always heightened; and
- connects with contemporary curricula and pedagogies, that emphasise students' initiative in making sense of their own learning.

Individually and collectively these processes foreground the need to understand learners' perspectives, not 'in advance' but *in vivo*, thereby acknowledging in an ongoing way that students' understandings of and experience with language(s) and culture(s) constitute the interpretive resources which they bring as language learners and users. In becoming aware of themselves as already located in language(s) and culture(s), in coming to understand the same in others, in discovering how others perceive them, and in acting on these understandings in interactions using the target language, students as well as teachers are engaged in an ongoing investigation of how they interpret and make meaning.

It is in this sense that an investigative stance is central to the process and substance of intercultural language teaching and learning.

References

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Guidelines for documenting classroom-based investigations

We are asking that participants in Stream B prepare a report on their experiences of the project and on their classroom investigations. The following guidelines are intended to assist participants to prepare this report. A selection of participants' reports will be included on the PSPL project website, to allow widespread access to this information for language teachers across Australia.

A standardised reporting form has been developed to allow for ease of uploading the materials to the website, and to ensure consistency of presentation. Teachers may wish to keep records of their investigations in other forms, to assist their own planning, but are asked to also provide documentation under the headings suggested below, in the table that follows the questions.

Overall, the report should be:

- no more than 10 pages in length, including any work samples or exemplars
- recorded in the supplied proforma table (expand the cells as necessary)
- written in Arial 11 point font
- saved as a Word format doc
- supplied as a hard paper copy and in electronic format (sent via email or on CD)

Consent forms from teachers to use their work and identify them by name must be attached. If student work is used, consent forms from students/parents must also be attached. (Sample consent forms are included at the end of the document.)

Reports should be forwarded to the state or territory Key Contact. These will then be forwarded to the AFMLTA and the RCLC project team as a state/territory package.

Reporting fields

The area of investigation (What you planned)

- What was the question you set or in what area of your teaching and/or planning did you locate your investigation?
- Why did you choose this area to investigate?
- What aspect of intercultural language and learning was included?
- How did this translate into planning?
- What changes did you make to your regular practice?

Classroom practice (What you did)

- How did you present this area of investigation in your classroom teaching and learning?
- What did you change or modify in the content, tasks and teaching processes to implement your investigation question?
- How did the class react to this?
- Describe what was different from your usual approach.

The information gathered (What happened)

- What data did you gather from the students?
- What behaviour and language did you observe and in what ways did you record these? e.g. video, audio, your written observations, the students' written reflections on the procedure, other forms of recording
- What happened when you collected/recorded data?
- How did you analyse the data?

Findings (What you learnt)

- What did you discover?
- What was evident?
- Record any results of your data collection, including observations, figures, comments, questions that arose

Interpreting the data (How you understood the information)

- What did you make of the findings?
- How do these findings apply to your classroom practice/teaching and learning context?
- What happened that you expected to happen?
- What didn't happen that you expected to happen?
- What happened that you didn't expect to happen?
- Did you find problems in your investigation design?
- Did you collect the data you intended?
- What was the value of this investigation for your classroom practice in relation to intercultural language teaching and learning?
- What was your personal response to the findings?

Materials and exemplars (the evidence of your investigation)

- What you produced and what your students produced
- Notations of the things that worked and those that did not

Evaluation (analysing what you learned)

- How well do you feel the investigation went?
- Was it valuable for you? Why/why not?
- Was it valuable for your students? Why/why not?
- How could I modify or further develop the investigation?
- Where to next? How can you incorporate what you have learned/move to a new investigation?

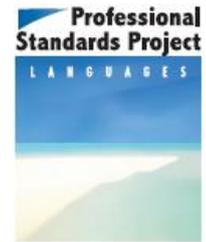
Reflection (how you felt)

- Provide a personal response to the investigation, the process of investigation, and the outcomes for you

Please provide your responses to the above questions in the following table



Australian Government
Department of Education, Employment
and Workplace Relations



PROFESSIONAL STANDARDS PROJECT CLASSROOM-BASED INVESTIGATION REPORT

TEACHER'S NAME	SCHOOL (and contact details)	LANGUAGE	YEAR LEVEL
CONTEXT (school or class context)			
AREA OF INVESTIGATION (what you planned)			
CLASSROOM PRACTICE (what you did)			

DATA OR INFORMATION GATHERED

(what happened)

FINDINGS

(what you learned)

INTERPRETING THE INFORMATION

(how you understood the information/data)

MATERIALS AND EXEMPLARS

(the evidence of your investigation)

(attach examples of your work or students' work at the end of the report:
choose a selection only and comment on reasons for you selection)

EVALUATION

(analysing what you learned; making plans for future practice and continuing
investigations)

REFLECTION

(how you felt about the investigation and your findings)

* expand the boxes as required

Professional Standards Project
CONSENT FORM FOR STUDENTS

Student:

- I have received information about this research project.
- I understand the purpose of the project and my involvement in it.
- I understand that I may withdraw from the project at any stage.
- I understand that examples of my work or photos of me may be used in the project, but that I will not be identified and my personal results will remain confidential
- I understand that I may be photographed, video or audio taped by my teacher for her/his research purposes.

Name of student

Signed **Date**

Parent/caregiver:

- I have received information about this research project.
- I understand that my child may not directly benefit by taking part in this research.
- I understand that while information gained in the study may be published, my child or I will not be identified by name and all individual information will remain confidential.
- I understand that my child may be photographed, video or audio taped by his/her teacher for research purposes, and that photos of my child may be published in project materials
- I understand that I can withdraw my child from the study at any stage up until the end of the collection of data.
- I understand there will be no payment for my child taking part in the study.

I give consent for my child to participate in the study.

Name of parent/caregiver.....

Signed..... **Date**

Researcher:

I have provided information about the research to the research participant and believe that he/she understands what is involved.

Researcher's signature and date

Professional Standards Project

CONSENT FORM FOR PARTICIPANTS TO ACKNOWLEDGE WORK

- I consent to the inclusion of my name acknowledging me as the author of any of my materials, comments or reflections used in the professional development materials or final report of the project.
- I understand that any of my work used will be for exemplification of work processes, teaching and learning materials or to illustrate points of analysis.

Name of participant

Signed **Date**

I have provided information about the research to the research participant and believe that he/she understands what is involved.

Researcher's signature and date

Possible investigation topics: a summary

The following are examples of suggested investigations arising from the modules in Stream B. Consider these in relation to your own context and in response to issues that have arisen through working with the Standards. What investigation would best address your current needs?

Module 3: Learning, learners and their life worlds

Learners and learning

- Develop a 'profiling' process for your class. Implement it and observe what you learn about your students.
- What assumptions are you currently making about your students? How are they positioned in your program? How do you know?

Scaffolding

- Examine a part of a unit/program in which you are introducing a new concept. How do you scaffold the input you provide in this new learning?
- In what ways does this reflect your views about student learning?

Feedback

- Record a lesson and consider the nature of your feedback and how it acts as a scaffold for students' learning.
- Look at your annotations /comments on a set of student work for a group/whole class. Critically analyse the feedback you provide.

Module 4: Identifying language specific needs: working with language specific annotations

- Record a lesson or a series of lessons and note how you use language in the classroom. What do you notice about how you use your languages and how students respond to this? Are there aspects of your language use that you would like to explore or develop further?
- Investigate what resources are available to you to undertake your own professional learning about language (e.g. social organisations, websites, newspapers, books, friends, games, courses). Reflect on how you make use of these opportunities, what more they could provide for you and how you could build this into your regular professional practice.
- Set a goal for your own professional learning of some aspect of language or culture that you identified during the workshop. As you work towards this goal, keep a journal of your experiences, what you have learnt and what additional support you would need in order to take your learning further.
- Develop a language-specific annotation for your language in collaboration with other participants.
- Identify some things about schooling in Australia that you find challenging or difficult to understand. Interview some Australian-born colleagues about these things and identify some of the assumptions you and they have about these things.

Module 5: Resources for language learning

- Textbooks: evaluate your textbook from an intercultural perspective. What conceptions of language, culture and communication are represented by the text? How effective is the resource in achieving/reflecting the principles of intercultural learning?
- Authentic resources: investigate some authentic resources that may be included in a current module. What task could be set to assist learners' engagement with the text? What types of scaffolds and supports would be necessary to assist learners complete the task?
- ICT: implement some of The Learning Federation (TLF) learning objects with different classes. How do learners respond to these online learning experiences? What do they contribute to your language program?

Module 6: Language learning and language awareness

- Examine a textbook you use for teaching. What is the view of language that shapes this textbook? What aspects of language are not included? How could you supplement the textbook to present a richer view of language to your students?
- Examine the tasks and materials you use for teaching one particular module of your program. What does this material show about the views of language you present to your students? What aspects of language do you not include in your teaching?
- Experiment with the idea of using language awareness as part of your teaching approach. What tasks, activities, experiences will you need? What did students learn from their involvement?
- Develop and implement some of the tasks in Slide 6.18. What did you learn from the experience?

Module 7: Teacher talk and classroom interaction

- Record a lesson/sequence of lessons and consider the extent to which your teaching relates to the handout 'features of interaction'.
- Ask a colleague to attend a lesson and observe how you interact with students and in particular students' questioning and your responses.
- Develop a program (or review an existing program) and outline the likely interactions, questions/dialogue which may be valuable for the teaching and learning.

Module 8: Assessing language learning

- Critically evaluate your current assessment practices in the light of the descriptions of formative assessment/dynamic assessment/short- and long-term approaches to assessment. Prepare a plan that includes a change to your current practices.
- Critically evaluate your current assessment practices to incorporate the assessment of an intercultural capability. Prepare a plan that includes a change to your current practice.
- Record a lesson in which you are seeking to confirm students' understanding of a recently introduced concept. Analyse the interactions in terms of scaffolding, and feedback that you provide to support learning.
- Design a process for assessing students' intercultural capability. Implement it and analyse your students' responses. What do you notice? How will you modify your assessments to foreground the intercultural?

Module 9: Developing relationships and wider connections

- Pursue one of your identified strategies for developing wider connections and document this process and outcomes.
- Revise your own rationale for teaching languages. Why is teaching languages important to you? How do you/might you demonstrate this rationale to others? How might you use the *Standards* to support your rationale?
- Use the **Program standards** as a reference for evaluating your/your school's program.
- Prepare a submission on languages education for your school's curriculum committee, using the *Standards* to support your submission.

Module 10: Understanding the interrelationship of the intracultural with the intercultural

- Consider profiling yourself, your school and/or your students using the ethnographic interview questionnaire, to better understand the intra and intercultural context of your teaching.
- Update your own intracultural profile in relation to a new cohort of students, or recent experiences of your own.
- Develop tasks stimulated by ideas from the 'tomato sauce' resource, identifying points of intracultural and intercultural learning and their interrelationship; and how these relate to and further your understanding and use of the *Standards*.

