
Developing relationships and wider connections

Pre-reading

An understanding of the Ministerial Council for Education, Employment, Training and Youth Affairs *National statement for languages education in Australian schools: national plan for languages education in Australian schools 2005-2008*

(http://www.mceetya.edu.au/mceetya/nat_plan_language,11959.html) is essential for accomplished teaching of languages and cultures, and should be read by all participants.

You will already have become familiar with the *Standards* in Modules 1 and 2 (Stream A) of the Professional Standards Project. You should refresh your knowledge of the Standards before this session. A copy of the Standards is included in the folder, under its own tab. It can also be accessed at the AFMLTA website, at

<http://www.afmlta.asn.au/afmlta/Standards%20for%20teachers.pdf>.

State and territory Modern Language Teacher Associations (MLTAs) web sites also provide information, links and resources on advocacy issues. See, for example:

Modern Languages Teachers Association of Victoria, <http://www.mltav.asn.au/>

Modern Languages Teachers Association of South Australia, <http://www.mltasa.asn.au/>

The Asia Education Foundation provides advice on advocacy for languages. See the AEF website: http://www.asiaeducation.edu.au/public_html/reports.htm

NOTES

Stream B: Module 9

Developing relationships and wider connections

Commonwealth of Australia 2008 9.2

Module overview

- Accomplished languages and cultures teachers
 - engage with a professional education community
 - establish professional relationships with others
 - advocate for languages learning
- Participants explore three related ideas for considering professional relationships, wider connections and advocacy issues
 - valuing languages and cultures
 - participating in a professional learning community
 - resourcing ourselves

Commonwealth of Australia 2008 9.3

Session objectives

- In this module you will
 - consider the idea of valuing languages and cultures teaching and learning
 - consider the benefits of participating in a professional learning community
 - consider how we, as teachers, resource ourselves
 - use the *Standards* to develop strategies to engage with wider contexts, develop relationships and advocate for languages and cultures education

Commonwealth of Australia 2008 9.4

Connecting to The Standards

The *Standards* are best seen as an integrated set of dimensions as captured in the single standard about being an accomplished teacher of languages and cultures. Specifically, however, the focus in this module is on

- Ethics and responsibility
- Professional relationships
- Active engagement with wider contexts
- Advocacy
- Personal characteristics
- Program standards

Commonwealth of Australia 2008 9.5

Professional learning communities are central to the educative context and the work of individual teachers. Languages teachers need to be engaged in relationships and foster connections that benefit their students, further the status of the profession, make useful advocacy links, and bring together a community of teachers who may be working in isolation or in small numbers within a school. Often teachers feel disconnected to the wider processes of schools, education systems, priorities and regulations. Making and maintaining links across a wide spectrum of contacts and contexts both enhances the professional working conditions for languages teachers and promotes understanding of the significance of languages and cultures education in the wider community.

Accomplished languages teachers value languages teaching and learning, and need to actively advocate for and on behalf of themselves, their students, colleagues and programs.

Establishing and developing professional learning communities promotes accomplished teaching, and provides support for the sharing of ideas and for collective advocacy for the teaching and learning of languages.

How we resource ourselves should be understood in broad terms, including through professional learning, reading, making connections, examining the work of others and sharing our experiences with colleagues.

It is important to establish a range of relationships and connections, within classrooms; the school; with other languages teachers; other teachers and communities of target language users; with education authorities; with local, national and global communities; and with professional bodies and associations.

Modelling engagement with local and wider contexts to students and developing sensitivity to others and other contexts delivers significant, important benefits.

Whereas the entire *Standards* should be read and understood as a resource for developing relationships and wider connections, the particular standards that are the focus for this module are:

- **Ethics and responsibility**
- **Professional relationships**
- **Active engagement with wider contexts**
- **Advocacy**
- **Personal characteristics**
- **Program standards.**

Module 9: **Developing relationships and wider connections**

Overview

Accomplished languages and cultures teachers are part of a professional education community and establish professional relationships with others, including:

- students
- other languages and cultures teachers
- teachers in other disciplines
- parents
- school communities
- communities of users of the target language
- wider local, national and global communities
- professional associations
- education regulatory bodies
- others, specific to own contextualised circumstances.

As part of a professional learning community, accomplished languages teachers also advocate for language learning, intercultural communication and sensitivity, and linguistic and cultural diversity. They do this with and for students, schools and wider communities, working to actively promote languages teaching and learning.

We will consider three related ideas: valuing languages and cultures; the benefits of participating in a professional learning community; and resourcing ourselves as accomplished teachers of languages and cultures. You will be invited to integrate these ideas, using the *Standards* to develop strategies to establish wider connections and advocate for languages and cultures education.

Objectives

In this module you will:

- consider the idea of valuing languages and cultures teaching and learning
- consider the benefits of participating in a professional learning community
- consider how we, as languages teachers, resource ourselves through establishing relationships and making connections
- consider with whom relationships and connections may be made
- use the *Standards* to develop strategies to engage with the wider context, resource ourselves and advocate for languages and cultures education.

NOTES

Section 1: Valuing languages and cultures teaching and learning

Valuing languages and cultures

- 21% of the Australian population speaks a language other than English regularly (ABS 2007), using 200 different languages, yet there is a pervasive monolingual mindset (Clyne 2005)
- The value of languages and cultures education is widely recognised and promoted in a range of documents, policies, plans, curricula and educational literature including
 - National Statement and Plan for Languages Education for Australian Schools 2005-2008
 - State and territory curriculum documents
 - National and state and territory languages and language association advocacy documents
 - Professional Standards for accomplished teaching of languages and cultures
 - International Baccalaureate
 - Council of International Schools

Commonwealth of Australia 2008 9.6

Despite the complexity and diversity of languages and cultures in Australia, and the existence of policies promoting the valuing of languages education, there is a pervasive monolingualism and monolingual/monocultural mindset (see Clyne 2005).

It is necessary to problematise the value of languages education because of the current monolingual mindset, which presents a tension for teachers who feel that they constantly have to defend their area; for example, in discussions of the 'crowded curriculum' in primary schools and 'student choice and pathways' in secondary schools.

There is therefore a need for languages teachers to address the issue of the value of languages in relation to the *place* of languages in the curriculum; and the educational, cognitive, social and career benefits of languages education for students.

Valuing languages and cultures

- Accomplished languages and cultures teachers value languages and cultures
- They are described, in the *Standards*, as being passionate about languages and cultures and teaching
- How this passion is conveyed to others, and how to engage others in valuing languages and cultures education, raises questions and challenges for languages and cultures teachers

Commonwealth of Australia 2008 9.7

The *Standards* state that valuing languages and cultures is part of what it is to be an accomplished languages teacher.

Though it is generally a given that languages teachers are passionate about what they do and in their valuing of languages and cultures, this passion is something that we need reminding of when we begin to think about how others value languages and cultures. We need to consider how we determine, represent and foster our underlying rationale for valuing languages and cultures.

Valuing languages and cultures

- Questions and challenges that arise include
 - How can we have a discussion about the value and position of languages and cultures education?
 - If we detect that languages are undervalued, how can we intervene to change the negative underlying perception and this situation?
 - How do we provide evidence for a claim that languages are valuable?
 - How might we use the *Standards* in considering these questions?

Commonwealth of Australia 2008 9.8

These and other questions represent some of the challenges we face in promoting the valuing of languages and cultures.

You are not expected to provide detailed answers to these questions. Rather, the questions are intended to stimulate thinking about the challenges involved and how we validate that thinking.

These questions could be used as issues to explore in individual investigations.

Valuing languages and cultures teaching and learning

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p>Facilitator presentation</p> <p>The first idea we consider in this module is valuing languages and cultures teaching and learning.</p> <p>Questions and challenges arising for languages teachers include:</p> <ul style="list-style-type: none">• How can we have a discussion about the valued position of languages and cultures education:<ul style="list-style-type: none">– in schools– in the curriculum?• If we detect that languages are undervalued, how can we intervene to change this perception? What strategies can we employ?• How do we evidence a claim that languages are valuable?• How might we use the <i>Standards</i> in considering these issues? <p style="text-align: right;">Anticipated time: 15 minutes</p>	<p>PowerPoint slides 9.6 - 9.8</p>

NOTES

Section 1: Valuing languages and cultures teaching and learning

Valuing languages and cultures

- The **Program standards** describe effective languages and cultures programs
- Discuss the **Program standards**, considering
 - How does your school community perceive the value of languages and cultures learning?
 - What part do you and your colleagues have in the school community's perception?
 - Is there an articulated rationale for languages programs? Does it relate to contemporary and future contexts? Does this rationale differ from your own rationale?
 - What might you do to introduce/increase discussion of the **Program standards** in your school?

Commonwealth of Australia 2008 9.9

The **Program standards** describe aspects of a valued languages and cultures program and suggest questions for reflection.

In groups, consider one or two aspects of the **Program standards** or the reflection questions, or look at the complete **Program standards** as a whole document, in relation to the focus questions.

In reviewing your school's perception of the value of languages and cultures, consider the rationale you yourself use when advocating for languages within the curriculum. How does this rationale relate to school policy? Is there a difference? Consider how you would go about determining a suitable contemporary rationale that relates to current and future needs of the students and local, national and global communities.

It may be useful to examine your current rationale for languages programs in your school and consider whether it needs to change. This may also be a question for further investigation.

Key ideas / learning

Valuing languages and cultures teaching and learning

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p>Facilitator presentation</p> <p>The Program standards, for example, describe effective languages programs. You can use these to consider your own rationale for languages education, and for comparison with and analysis of existing program conditions in your school.</p> <p>Small group task</p> <p>Read through and discuss the Program standards in your group. Consider, in particular, the following reflection questions:</p> <ul style="list-style-type: none">• How does your school community perceive the value of languages and cultures learning? How do you know?• What part do you and your colleagues have in this process?• Is there an articulated rationale for languages programs? Does it relate to contemporary and future contexts? Does this rationale differ from your own rationale? How?• Is your school aware of these Program standards? What might you do to introduce/increase discussion of the Program standards? <p>Make a few brief notes in response to these questions.</p> <p style="text-align: right;">Anticipated time 30 minutes</p>	<p>PowerPoint slide 9.9</p>

NOTES

Section 1: Valuing languages and cultures teaching and learning

Valuing languages and cultures

- Jim Dellit (2007) states
The best advocacy for languages is a successful teaching program that is intellectually stimulating, engages students and wins the respect of colleagues
- Discuss the following
 - Do you agree with this view? Why/why not?
 - Are languages teachers the best people to advocate for themselves and their programs? Why/why not? Who else should/might do it?
 - Is it enough for languages and cultures teachers to be 'successful' only in the classroom? Is this what Dellit means?
 - Why is winning the respect of colleagues important? To which colleagues does this apply? Are there wider connections and communities that need consideration?

Commonwealth of Australia 2008 9.10

The quotation is intended to stimulate discussion on:

- your role as languages teachers in advocating for yourselves
- the importance of what you do in your classrooms as a starting point to any advocacy.

Valuing languages and cultures

- Dellit's quote challenges teachers to think about advocacy through
 - their pedagogical approaches
 - classroom interactions with students
- How do the **Personal characteristics** and **Advocacy** Standards relate to this view on advocacy?

Commonwealth of Australia 2008 9.11

The **Personal characteristics** and **Advocacy** standards provide ways to consider the role of languages teachers as advocates for themselves and their programs, through demonstration of these attributes and actions.

Valuing languages and cultures

<p>Personal characteristics</p> <ul style="list-style-type: none"> • Accomplished languages and cultures teachers are passionate about languages and cultures and about teaching. • They have a commitment to their own continuing professional/personal learning. • They connect and engage with their learners and inspire students and others. • They have a belief in their students as emerging bilingual/multilinguals developing the knowledge and awareness they need to become effective intercultural communicators. • They adopt a critical stance on their own work and to themselves as mediators of languages and cultures, which they demonstrate through reflection, questioning, inquiry and/or research into their practices, values and beliefs. 	<p>Suggested questions for reflection</p> <ul style="list-style-type: none"> • How do you model and promote language as a source of interest, curiosity and pleasure? • How do you demonstrate your commitment to professional learning? • How do you demonstrate, and inspire in students, a passion for texts that have personal and cultural significance for them? • How do you demonstrate to students how much they can successfully achieve in the target language? • How do you evaluate the success of your own teaching? What steps do you take to ensure your teaching continues to improve?
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Commonwealth of Australia 2008 9.12

Use the **Personal characteristics** and **Advocacy** standards to reflect on your own practice, how you demonstrate these standards through your practice, and how you reflect on and evaluate your own teaching and teacher qualities.

Valuing languages and cultures

<p>Advocacy</p> <ul style="list-style-type: none"> • Accomplished languages and cultures teachers are advocates for language learning, intercultural communication and intercultural sensitivity, linguistic and cultural diversity. • They are advocates for languages both with and for students, schools and communities and engage with wider community to promote languages. 	<p>Suggested questions for reflection</p> <ul style="list-style-type: none"> • How do you increase understanding of the importance of language and culture learning in your community? • How do you increase understanding of the importance of diversity in your community?
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Commonwealth of Australia 2008 9.13

Consider what other policy/advice documents say about advocacy of languages (e.g. Asia Education Foundation languages advocacy; MLTA advocacy advice – see websites listed in pre-reading section).

Michael Clyne's (2005) text *Australia's language potential* is also useful to consider in determining advocacy strategies for promoting the valuing of languages education. You may wish to explore this material in an investigation, in relation to what you already do.

Valuing languages and cultures teaching and learning

<p>Small group task</p> <p>Dellit, below, challenges teachers to think about advocacy through their pedagogical approach and their in-class interactions with students.</p> <p><i>The best advocacy for languages is a successful teaching programme that is intellectually stimulating, engages students and wins the respect of colleagues</i> (J. Dellit, personal communication 9 August 2007).</p> <p>In your group, consider the quote, with reference to the following questions:</p> <ul style="list-style-type: none">• Do you agree with this view? Why or why not?• Is it enough for the languages and cultures teacher to be 'successful' only in the classroom? Is this what Dellit means?• Are languages teachers the best people to advocate for themselves? Why or why not? Who else might/should be involved?• Why is winning the respect of colleagues important? Who are the colleagues that this applies to? Are there wider connections and communities that need consideration? <p>Anticipated time: 15 minutes</p> <p>Small group task</p> <p>How do the Personal characteristics standards and Advocacy standards support the above view?</p> <p>Anticipated time: 20 minutes</p>	<p>PowerPoint slides 9.10 - 9.13</p>
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Section 1: Valuing languages and cultures teaching and learning

Valuing languages and cultures

- Whole group task
 - Report back to the whole group on your discussions of the idea of valuing languages and cultures education, with reference to Dellit's quote and how the *Standards* can be used to promote this concept

Commonwealth of Australia 2008 9.14

Whole group task

The presenter facilitates a reporting back discussion, drawing out a range of perspectives and responses to the perception of languages programs and how teachers might act upon these perceptions.

Different views can be used as stimuli for deeper discussion, within the time frame, or written up as reflection questions to consider between modules.

Focus on the underlying rationale of valuing languages and cultures. Do current arguments need refreshing/redefining?

The recent work on advocacy on the MLTASA and MLTAV web sites and on the AEF web site can assist in this reconsideration process.

Key ideas / learning

Valuing languages and cultures teaching and learning

<p>Whole group task</p> <p>Each group reports back on its discussion, with a focus on being aware of how the program is perceived; of existing rationales and arguments; and using the <i>Standards</i> to support a re-evaluation process.</p> <p>Anticipated time: 15 minutes</p> <p>Break</p>	<p>PowerPoint slides 9.14</p>
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Section 2: Building a professional learning community

Building a professional learning community

- The second idea we engage with is valuing a professional educational or learning community
- The **Professional relationships** standard states (in part) that
 - *accomplished languages and cultures teachers are part of a professional educational community and they establish professional relationships with other languages and cultures teachers, with teachers in other disciplines, with students, with parents and with school communities*
 - *they contribute to the profession in a range of ways which work to develop the culture of professionalism*

Commonwealth of Australia 2008 9.15

This section is aimed at raising awareness of the value of establishing and maintaining professional contacts within a professional educational community, for personal benefits as well as the advancement of the profession.

Building a professional learning community

- Discuss your understanding of the **Professional relationships** standard, considering the following
 - What is a professional learning community? Who is included?
 - What do you think is the value of a professional educational community?
 - Why is reference to the practice of others important? What can be gained from this?
 - What is the value, if any, of 'collaborative' problem solving?
 - How do you currently work with colleagues and contribute to a professional learning community?

Commonwealth of Australia 2008 9.16

In small groups, discuss your views about the value of participating in a professional educational community, and reflect on your current practice.

Professional educational communities provide opportunities for teachers to:

- extend their knowledge
- problem share and problem solve
- act with colleagues to advocate for languages education
- understand and learn from what others are doing
- understand what is happening in the profession.

Make brief notes to bring back to the next discussion, so that they may be considered together.

Key ideas / learning

Building a professional learning community

<p>Small group task</p> <p>The second idea we engage with in this module is building a professional learning community.</p> <p>The Professional relationships standard states that:</p> <p><i>Accomplished languages and cultures teachers are part of a professional educational community and they establish professional relationships with other languages and cultures teachers, with teachers in other disciplines, with students, with parents and with school communities.</i></p> <p><i>They contribute to the professional in a range of ways which work to develop a culture of professionalism.</i></p> <p>In small groups, discuss your understanding of this standard, considering the following questions:</p> <ul style="list-style-type: none">• What is a professional educational community? Who is included?• Why is it important to participate in a professional educational community?• Why is reference to the practice of others important? What can we gain from this?• What is the value, if any, of ‘collaborative’ problem solving?• How do you currently work with colleagues and contribute to a professional learning community? How might you extend this involvement?• How might involvement in a target language community enhance your involvement in a professional educational community? <p style="text-align: right;">Anticipated time: 15 minutes</p>	<p>PowerPoint slides 9.15 - 9.16</p>
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Section 3: Resourcing ourselves

Resourcing ourselves

- The third, related idea we explore concerns resourcing ourselves
 - as teachers of languages and cultures
 - as people engaged in our contemporary world and in touch with the world of our students
 - as part of a professional learning community
 - to help us to demonstrate to others our own valuing of languages and cultures education
 - to advocate for languages and cultures education

Commonwealth of Australia 2008 9.17

'Resourcing' should be understood in the broadest sense.

Consider the range of ways we provide for our ongoing development and learning, not only as teachers, but as people engaged with the contemporary world, in order to be interesting people ourselves and to be in touch with the lives and worlds of the students of today.

Resourcing ourselves also includes equipping ourselves for classroom and professional world practice and as advocates for what we do.

Resourcing ourselves

- Consider the **Educational theory and practice** standard, that states
 - accomplished languages and cultures teachers... keep up to date with developments in the field of education through professional learning and professional reading. They are aware of the culture of schooling in the contexts in which they teach. They actively engage with education policies and curriculum frameworks. They are able to locate languages within a wider educational context, creating connections with other curriculum areas and extra-curricular activities*

Commonwealth of Australia 2008 9.18

The **Educational theory and practice** standard provides a useful starting point for addressing our own learning as teachers and as engaged human beings.

Explore other standards that may be used to develop understandings of this idea of resourcing ourselves, in both personal and professional dimensions, for example:

- the **Language and culture** standard (resourcing ourselves in knowledge of language and culture)
- the **Language pedagogy** standard (resourcing ourselves in terms of different pedagogies, as users of technologies and the target language, as participants in the communities of target language users, and in target language using countries).

Resourcing ourselves

- Discuss the concept of resourcing ourselves with reference to the **Educational theory and practice** standard and
 - your understanding of the culture of the school in which you teach
 - your understanding of curriculum documents (for languages and other learning areas)
 - the power of knowledge, for advocacy purposes
 - other considerations (what might these be?)
...cont.

Commonwealth of Australia 2008 9.19

Resourcing ourselves

- 'resourcing' in terms of
 - reading
 - establishing and maintaining networks
 - keeping language proficiency and pedagogy up to date
 - observing the practice of others/using the ideas of others
 - exploring your own practice
 - in other ways?
- Which other standards (other than **Educational theory and practice**) might you use in exploring the idea of resourcing ourselves?

Commonwealth of Australia 2008 9.20

Consider how you resource yourself currently, e.g.

- watching SBS/multicultural television
- going to film festivals
- staying in touch with communities of target language speakers
- reading in and beyond the field of education
- connecting with contemporary/youth culture
- in other ways.

Key ideas / learning
Resourcing ourselves

<p>The third related concept we explore in this module concerns resourcing ourselves as teachers of languages and cultures.</p> <p>Small group task</p> <p>Consider the Educational theory and practice standard, that states:</p> <p><i>[Accomplished languages and cultures teachers] ... keep up to date with developments in the field of education through professional learning and professional reading. They are aware of the culture of schooling in the contexts in which they teach. They actively engage with education policies, and curriculum frameworks. They are able to locate languages within a wider educational context, creating connections with other curriculum areas and extra-curricular activities.</i></p> <p>In your group, discuss the concept of 'resourcing ourselves' with reference to this standard, and consider one or more of the following:</p> <ul style="list-style-type: none">• Your understanding of the culture of the school in which you teach• Your understanding of curriculum documents (for languages and other learning areas)• The power of knowledge, for advocacy purposes• Resourcing in terms of:<ul style="list-style-type: none">– reading– establishing and maintaining networks– keeping up-to-date– observing the practice of others/using the ideas of others– other. <p>Which other standards (other than Educational theory and practice) might you use to consider the concept of resourcing ourselves? How do you currently resource yourself?</p> <p style="text-align: right;">Anticipated time: 15 minutes</p>	<p>PowerPoint slides 9.17 - 9.20</p>
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Section 3: Resourcing ourselves

Resourcing ourselves

- Whole group task
 - Report back to the whole group on discussions of the benefits of building a professional educational community and how we go about resourcing ourselves, using the *Standards* to support these ideas

Commonwealth of Australia 2008 9.21

Whole group task

The aim of this discussion is to draw connections between the ideas considered and how they work together to support each other and to enhance professional practice, through understanding of:

- our current rationale for advocacy
- the benefits of building a professional learning community
- how we resource ourselves as teachers and as engaged human beings.

Resourcing ourselves

<p>Whole group task</p> <p>Bring back ideas from the above tasks for a group discussion of:</p> <ul style="list-style-type: none">• the benefits of building a professional educational community and other professional learning communities (such as with users of the target language)• how we go about resourcing ourselves as teachers of languages and cultures and as engaged human beings. <p>The presenter facilitates the discussion.</p> <p style="text-align: right;">Anticipated time: 10 minutes</p>	<p>PowerPoint slide 9.21</p>
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Section 4: Connecting with wider contexts

Connecting with wider contexts

- Languages and cultures teachers develop a professional educational community, advocate for languages and cultures education and resource themselves through
 - a range of personal initiatives
 - establishing relationships with others in a variety of contexts
- The nature and type of connections and relationships will differ between individual teachers and in different contexts

Commonwealth of Australia 2008 9.22

The three ideas considered already (valuing languages and cultures education, building a professional learning community, and resourcing ourselves) provide a context for considering the establishment and maintenance of wider contexts and relationships for accomplished teachers of languages.

Connecting with wider contexts

- The **Active engagement with wider contexts** standard states (in part) that
 - *Languages and cultures teaching is fundamentally about relationships to wider contexts and the ability to connect the local to the global*

Commonwealth of Australia 2008 9.23

Consider aspects of the **Active engagement with wider contexts** standard, noting your current connections and relationships, and ways of broadening these connections and relationships

Connecting with wider contexts

- Construct a representation of your existing connections and relationships considering the **Active engagement with wider contexts** standard, and the following questions
 - What kinds of connections and relationships do you have?
 - How do you connect? How often?
 - What is the nature of the relationship or connection?
 - What is the purpose of the relationship or connection?
 - How effective is the relationship or connection?

Commonwealth of Australia 2008 9.24

You may wish to represent your network of connections in a particular way, such as in one of a variety of graphic organiser forms. These might include:

- a series of concentric circles, the teacher in the middle with 'spheres of influence' heading outwards (personal, classroom, school, local community, state/territory, national, global)
- a linear strip, with the teacher connecting to students connecting to parents, etc.
- as a 'concept map', with links that have further links and connections between and across connections
- as a list
- as a series of levels.

Note with whom and with what you already connect.

Use the discussion to consider with whom and with what you would like to connect, and begin developing an action/strategic plan to make these connections.

Further development of this action plan for establishing wider connections and relationships may become your investigative task, and can also be used as a focus for between-unit reflection.

Connecting with wider contexts

<p>Facilitator presentation</p> <p>The facilitator introduces the idea of connecting with wider contexts and explains different models for representing existing connections that may be useful in 'mapping' your current networks of connections.</p> <p>Individual/small group task</p> <p>In this section, you are asked to identify your existing connections and relationships and investigate ways of increasing these connections, as appropriate to your own circumstances.</p> <p>On your own, or with a small group, use the following blank page to list, map or prepare a graphic representation of your existing connections and relationships.</p> <p>Consider:</p> <ul style="list-style-type: none">• with whom you connect, and how• how often you connect• the nature of the relationship/connection• the purpose of the relationship/connection• the effectiveness of the relationship/connection. <p>When you have finished your map, consider it again. Comment on any patterns you see in terms of what is included and excluded.</p> <p style="text-align: right;">Anticipated time: 15 minutes</p>	<p>PowerPoint slides 9.22 - 9.24</p>
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Section 4: Connecting with wider contexts

Module 9

Key ideas / learning

Current connections and relationships

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Section 5: Developing strategies

Developing strategies

- Use the table provided to prepare a strategy/ies for establishing new connections and maintaining existing relationships that you have identified
- Incorporate a review process of strategies into your planning

Commonwealth of Australia 2008 9.25

Use the table to identify existing relationships and connections and those you would like to establish.

It is not intended that you create a large table of connections at this point, but identify a starting point, beginning perhaps with only one or two strategies.

A strategy or strategies identified in this process might become your focus for investigation, in which you implement the strategy and write up an analysis of what happened and how effective the strategy was in engaging with wider contexts.

Key ideas / learning
Developing strategies

<p>Individual or small group task</p> <p>Use the table over the page to prepare a strategy for establishing new connections and maintaining the existing relationships you have identified.</p> <p>Incorporate a review process of strategies and actions into your planning.</p> <p>Anticipated time: 30 minutes</p>	<p>PowerPoint slide 9.25</p>
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Section 5: Developing strategies

Developing strategies

WHO / WHAT	STRATEGY / ACTION	TIMELINE	FREQUENCY
Parents	Information session	Early Term 1	Each semester
Other languages teachers	Join MLTA, hub groups, professional association for language; <i>actively participate</i> in the discussions/decision-making processes	Join now, or find out 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 with regular email/phone contact

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Reflection

Reflection

Jot down an aspect or idea that you might like to try out or investigate as a result of participating in this workshop.

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Developing investigations

Investigation issues might include

- revising your rationale for languages teaching
- further developing your connections map
- pursuing one of your identified strategies for connections and writing up what happens
- investigating further ways to resource yourself
- running a PD session with your professional educational community that addresses issues of advocacy; and evaluating the outcomes
- using the **Program standards** as a reference point for evaluating your/your school's program
- preparing a submission for your school's curriculum committee

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9.26

Resources and references

- AFMLTA (2005). *Professional standards for accomplished teaching of languages and cultures*
- Clyne, M. (2005). *Australia's language potential*, Sydney, University of New South Wales.
- Commonwealth of Australia (2002)., *Linking languages and literacy*, nalsas@dest.gov.au
- Dellit (2007a). Personal communication
- Dellit (2007b). *Languages rationale*, DECS Languages Engagement Strategy 2007.

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9.27

Resources and references

- MCEETYA (2005). *National statement and plan for languages education in Australian schools 2005-2008*
- MLTASA (2007). *A rationale for language learning in the 21st century*
- MLTAV, www.mltav.asn.au/advocacy Advocacy for languages documents and links
- Research Unit for Multilingualism and Cross Cultural Communication (RUMACCC) University of Melbourne, n.d. *Some common fallacies about multilingualism and second language acquisition and More languages, more benefits*
- Subject Centre for Languages, Linguistics and Area Studies, n.d. *Why study languages?*, www.llas.ac.uk/whystudylanguages/index.aspx

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Suggestions for school-based investigations

- 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.

References and further readings

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