

VICTORIAN SCHOOL OF LANGUAGES

Address: 315 Clarendon Street

Thornbury VIC 3071

Phone: (03) 9474 0500

Web: www.vsl.vic.edu.au

Email: vsl@vsl.vic.edu.au

Acknowledgments

Our thanks go to the staff from the Victorian School of Languages who have contributed to the development of the **Curriculum Coordinator Manual for VSL Centres**, first published in 2013.

The school is also indebted to the VCAA for making material available for inclusion, and in particular to the Languages Section for advice during the preparation of the manual.

At the time of publication every attempt was made to confirm the accuracy of the content. Teachers are reminded to check the VCAA publications as they become available during the course of the year, as these contain the authoritative statements on the Victorian Curriculum F-10 Languages documents, VCE Study Designs and VCAA Administrative procedures.



Curriculum Coordinator Handbook for VSL Centres

Prepared by: Angela Natoli, Assistant Principal: Curriculum/Professional Development

© Copyright 2021

Table of Contents

Roles and responsibilities	4
Mentoring roles for Coordinators.....	5
DET Values	6
VSL 2021 AIP for Improving Student Outcomes Summary	7
Implementing the Education State at the VSL	15
The Victorian Teaching and Learning model	16
Practice Principles summary.....	17
Pedagogical model	19
The five domains of the pedagogical model	20
High Impact Teaching Strategies (HITS)	21
Performance and Development Plan for centre staff	23
Reference information to achieving the Teaching standards	28
Victorian Curriculum F-10.....	41
Victorian Curriculum F-10 Site navigation guide	42
Planning a F-10 Language Course	49
Explicit Instructional Model	50
Explicit Instructional Model Lesson Plan Template	51
Learning Intentions	53
Learning Intentions & Success Criteria	54
Learning Intentions Activity	55
Differentiating Learning	56
Victorian Curriculum F-10 Program Summary	58
Planning lessons	59
F-10 Lesson plan template	60
VCE Lesson plan template	61
Sample Unit of Work	62
Further suggested activities for mixed ability classes	63
Supporting Students Develop and Monitor their Learning Goals	64
VCE Program Preparation	65
VCE Study Designs	66
VCE Study Designs Accreditation Periods 2021	67
VCE Support Materials	67
CCAFL Languages: Summary of Themes and Topics	68
Second Languages: Summary of Themes and Topics	70
First Languages: Summary of Themes and Topics	71
Chinese Culture, Language and Society: Summary of Strands and Topics	71
VCE Course Outline template	72
Sample VCE Course outline	73
Detailed Study for CCAFL	74
Detailed Study for First Languages	75
Detailed Study Summary Sheet	76
Mixed level classes	77
VSL SAC Planning Form	78
VSL SAC Assessment Notice	79
VCE assessment principles	80
Establishing Roles for Collaborative Learning	81
Collaborative Learning Strategies	82
Guide to Assessment Planning	83
Characteristics of Effective Assessment	84
Collecting Evidence of Learning	85
Feedback	87
Questioning	88
Student Assessment and Writing Reports	89
Student Assessment	89
F-10 Parent – Teacher – Student Conference	90
Tips for creating a productive classroom	91
Marketing strategies	92
Effective Professional Development strategies	93
Websites for Course Planning, Assessment & Professional Learning for Languages	95
Victorian School of Languages Contacts	96
Languages taught at the VSL	96
Registered Training Organisation	96
VSL Centres	97
Key Language Contacts	100

Congratulations!

The coordinator role you have been selected to undertake is a very important role for yourself, the Victorian School of Languages (VSL) and for the teachers attending the meetings, sessions, functions you will be facilitating.

The VSL is a Department of Education & Training (DET) School, which provides language courses which students, are unable to access in their regular schools, The VSL began in 1935 when it started teaching Japanese and Italian. Currently the VSL offers 53 languages in over 40 centres across Melbourne, Country and Regional Victoria. The school also delivers distance education courses in fourteen languages at the secondary level with some primary (Year 5-6) available for some languages; develops a whole range of new curriculum materials for both Centre classes and distance education classes; develops online interactive courses and organises professional development sessions and conferences for language teachers.

The allocated coordinator positions are determined by the Area Managers according to the perceived needs of the Area. Coordinators are required to perform specific duties related to the position to which they are appointed. This may include responsibilities such as curriculum leadership, team building, mentoring, language specific coordination, professional learning activities, marketing, and faculty activities. You can also make a valuable contribution to promoting the services of the school to our Victorian community.

As the coordinator roles across the VSL are varied to suit particular area needs and this booklet aims to provide you with the resources, support and strategies to complement your roles. We also encourage you to work together with the school Leadership team and Area Managers to assist you with tasks and assigned roles.

We wish all coordinators the very best in their roles and thank you for assisting the Victorian School of Languages work together to achieve its Key Improvement Strategies and goals according to our Strategic and Annual Implementation Plans as well as to contributing to the delivery of quality language programs.

Frank Merlino
Principal

Angela Natoli
Assistant Principal
Curriculum & Professional Development

Roles and Responsibilities

Main Role: To assist the VSL Leadership Team and VSL Curriculum Team in ensuring that VSL students have access to a high quality language education based on the best possible curriculum, resources and delivery methods.

Your role may include some of the following and will be negotiated with your Area Manager:

Coordination of Teachers / Language Faculties

- Facilitate and provide records of faculty curriculum meetings at least once a term (after classes). Ensure minutes are taken and provide Area Managers with a copy.
- Ensure that all relevant curriculum information for VCE/*Victorian Curriculum F-10* is distributed to teaching staff and others as required, and assist them to incorporate this information into their teaching programs.
- Coordinate feedback on assessment, reporting, record-keeping formats, procedures and assist with the electronic reporting process.
- Provide advice and assistance to teachers and Area Managers for the yearly revision of VSL booklists and evaluating teaching materials.
- Assist with the provision to staff of appropriate professional development related to the preparation and delivery of quality language programs based on DET initiatives such as Professional Development Teams.
- Assist with the induction of new teachers and act as a mentor or coach for members of the faculty.
- Assist with the review and audit of current curriculum in program, update resources/lesson plans/assessments for the implementation of the *Victorian Curriculum F-10: Languages* at the VSL.
- Ensure that the *Practice Principles for Excellence in Teaching and Learning* (replacing PoLT 2018) are being implemented at the faculty level and in all classes.
- Participate in the schools Professional Learning Teams program as well as by presenting session to teachers.
- Actively participate and collaborate in Language Specific networks and assist in facilitating relevant meetings for the language faculty across the VSL.
- Assist Area Managers to coordinate annual and on-going publicity for the VSL.
- Provide assistance in achieving the VSL Key Improvement Strategies and goals according to our Strategic and Annual Implementation Plans.

Coordination of students

- Initiate and assist in the coordination of guest speakers, cultural activities, centre concerts and activities promoting the language in your area.
- Liaise with staff and students on *Student Engagement and Wellbeing* issues.
- Assist with student transition in Foundation/Year 1, primary to secondary levels and secondary to VCE.

Coordination of community and parents

- Liaise with community members and centre staff regarding community language needs and provision. E.g., parent meetings, VSL events, displays and performances.
- Assist Area Managers to coordinate annual and ongoing publicity for the language and role of the VSL.
- Promote intercultural and inter-language activities supporting multiculturalism.
- Performing other related duties as required.

Mentoring Roles for Coordinators

Mentors often teach, guide, advise, counsel, role model, validate, motivate and communicate.

Mentors are trusted and experienced practitioners who have a personal and direct interest in the development of teachers and organisations.

Research shows incredible benefits when mentor relationships are established.

For the Mentor, the benefits include:

Official recognition, an opportunity to play broader leadership roles in the school, a broader opportunity to ‘make a difference’, the mentor gains valuable help and insights with their own work and their own professional development, increased personal satisfaction.

For the School, the benefits include:

Getting and keeping quality people, greater abilities for staff to address diversity in the classroom, greater abilities for the school to respond to change and build capacity for carrying on programs, opportunities for communication across VSL Areas, centres and Faculties.

For the VSL teachers and Staff, the benefits include:

Improved practice and professionalism, increased opportunities for teachers, increased skills both in curriculum and well-being and greater collegiality; feeling part of a team.

For a successful mentor/teacher relationship to work, mentors need to develop the following skills:

- Empathic listening
- Giving positive reinforcement and feedback
- Resolving conflict
- Setting shared goals
- Reflecting

Pause for Reflection Activity

1. Who have been your mentors?
2. What was the nature of the relationship in each case?
3. How did your mentors contribute to your life or career?
4. How are you different because of the interaction?

Mentor	Nature of relationship	Contribution to my life	How I am different as a result

DET Values



The Department's Values describe the behaviours that strengthen the capacity of school staff to implement FISO (Framework for Improving Student Outcomes). The *Values* should be read in conjunction with your professional standards and with our school-based values. They work in partnership and are complementary. By upholding the Department's Values, school employees act in a way that is consistent with their professional and ethical standards and school values.

RESPONSIVENESS: *"We respond in a timely way with our best work"*

Staff should demonstrate responsiveness by:

- providing frank, impartial and timely advice
- providing high quality services to the Victorian community
- identifying and promoting best practice

INTEGRITY: *"We are honest, ethical and transparent"*

Staff should demonstrate integrity by:

- being honest, open and transparent in their dealings
- using powers responsibly
- reporting improper conduct
- avoiding any real or apparent conflicts of interest
- striving to earn and sustain public trust of a high level

IMPARTIALITY: *"We behave in the best interests of the public by making fair and objective decisions"*

Staff should demonstrate impartiality by:

- making decisions and providing advice on merit and without bias, caprice, favoritism or self-interest
- acting fairly by objectively considering all relevant facts and fair criteria
- implementing Government policies and programs equitably

ACCOUNTABILITY: *"We hold ourselves and others to account for the work that we do"*

Staff should demonstrate accountability by:

- working to clear objectives in a transparent manner
- accepting responsibility for their decisions and actions
- seeking to achieve best use of resources
- submitting themselves to appropriate scrutiny

RESPECT: *"We value others and accept their differences"*

Staff should demonstrate respect for colleagues, other public officials and members of the Victorian community by:

- treating them fairly and objectively
- ensuring freedom from discrimination, harassment and bullying
- using their views to improve outcomes on an ongoing basis

LEADERSHIP: *"We are genuine, supportive and do the right thing"*

Staff should demonstrate leadership by:

- actively implementing, promoting and supporting these values
- acknowledge the great ideas of others that improve the way we work
- help others to be accountable for their actions, decisions and their own development
- make choices and take actions that promote a safe working environment for everyone

HUMAN RIGHTS: *"We uphold and respect the rights of others"*

Staff should respect and promote the human rights set out in the Charter of Human Rights and Responsibilities by:

- making decisions and providing advice consistent with human rights
- actively implementing, promoting and supporting human rights

VSL 2021 AIP for Improving Student Outcomes SUMMARY

Goal 1	2021 Priorities Goal *NEW
12 Month Target 1.1	Due to the Pandemic (CoVID-19) restrictions in 2020, our main priority for 2021 is remediate all our key goals and strategies that were unable to be met, as well as incrementally develop the ones that were met.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Revisit and strengthen the use of HITS in classrooms, with a focus on differentiation. Use PLTs for staff to collaboratively plan units of work with a focus on differentiation. Plan whole school professional learning on differentiation
Outcomes	Teachers will confidently and accurately identify student learning needs of their students Teachers will use HITS to plan lessons and units Teachers will provide students with the opportunity to work at their level using differentiated resources Students will know what their next steps are to progress their learning Students will know how lessons are structured and how this supports their learning
Success Indicators	Differentiated curriculum documents and evidence of student learning at different levels Teacher records and observations of student progress
KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	Develop a wellbeing program implemented in the language program to cater for international students.
Outcomes	Teachers and leaders will establish agreed monitoring process and leaders will ensure these are visible for staff use. Students will feel supported and engaged in class and contribute to a strong classroom culture.
Success Indicators	Students engagement in wellbeing programs (feedback, participation, classroom observations) Documentation of resources for wellbeing programs.
KIS 3 Building communities	Connected schools priority
Actions	Build staff capability to integrate digital learning and strengthen and embed digital learning in classes.
Outcomes	Teachers will be confident in integrating digital learning pedagogy Students will be connected to resources and learning opportunities
Success Indicators	Documentation of school digital policies Student perception and survey data

Goal 2	To improve student achievement in languages from Foundation to Year 12
12 Month Target 2.1	Continue to Improve data literacy of VCE VASS data and adjust learning programs based on analysis.
12 Month Target 2.2	Continue to improve methodology and pedagogical knowledge to assist teachers to plan curriculum to reflect achievement against the standards, stages of learning and student background and needs.
12 Month Target 2.3	Continue to develop knowledge, skills and behaviours in our F-10 teachers to design programs that monitor student progression.
12 Month Target 2.4	Continue to develop a whole school understanding of how to measure the impact of teaching through teachers using formative and summative strategies, identify, articulate and explicitly teach the skills required for each student to improve.
KIS 1 Evaluating impact on learning	Improve data literacy of all staff
Actions	<p>Continue to develop a whole school understanding about the use of data to inform, plan, evaluate and reflect upon learning practices and to improve student outcomes</p> <p>Continue to deliver Professional Learning to develop and increase teacher capability and understanding of data and analysis Evaluate teacher current assessment practices to inform planning for student learning and supportive learning growth</p>
Outcomes	<p>Leaders:</p> <ul style="list-style-type: none"> - regular monitor use of data and effective use in planning and delivery - model and provide sample data analysis and teaching responses - have a strong knowledge of data literacy <p>Teachers:</p> <ul style="list-style-type: none"> - consistent and continuous development of formative and summative assessments to monitor student progress and outcomes - develop in consultation with students individual learning goals and use Student Passport to document and regular evaluate their progress <p>Students:</p> <ul style="list-style-type: none"> -establish their learning level together with their teacher and develop learning goals to support them to identify, articulate and explicitly learn the knowledge and skills required to demonstrate progression and growth. - regular evaluate their progress
Success Indicators	<p>Leaders:</p> <ul style="list-style-type: none"> - Document VCE Data for Median study scores and scores above 40 against previous years Statistical Moderation Reports and External Assessments-Summary - LT (Area Managers) to attend the VCAA VCE Data Analysis workshop and facilitate VCE individual faculty meetings using the relevant VASS data in their area. <p>Teachers:</p> <ul style="list-style-type: none"> - Attend annual VCAA 'Analysing VCE data' workshops - Map of student indicative progress throughout the year using the Victorian Curriculum - Complete reflection statements each semester together with students and parents in the Student Passports <p>Students:</p>

	<ul style="list-style-type: none"> -Completion of Student Passport including learning goals, reflection and samples of student work to demonstrate progress -Passport Feedback survey completed by parents and students - VCE - improved results based on initial assessment/feedback and comparison with VCE exam results and SAC outcomes
KIS 2 Curriculum planning and assessment	Develop and embed a new reporting system based on the Victorian Curriculum
Actions	<p>Source and implement a new reporting system in 2021</p> <p>Continue to develop teacher capacity to use it effectively and map student learning growth</p> <p>Continue to embed reporting into classroom practice and feedback framework (teacher & student feedback)</p>
Outcomes	<p>Leaders:</p> <ul style="list-style-type: none"> - be able to inform and support teaches assessment and evaluation of students' learning - monitor and model effective assessment, reporting, feedback <p>Teachers:</p> <ul style="list-style-type: none"> - continuously report on student achievement and proximal development aligned with the Victorian Curriculum - understand the new reporting system and be able to complete student reports articulating assessments/outcomes completed and indicative progress <p>Students:</p> <ul style="list-style-type: none"> - progressively identify their learning progress - understand their achievements and areas for improvement - Self monitor and evaluate
Success Indicators	<p>Leaders:</p> <ul style="list-style-type: none"> - attendance at PL and evaluation - student progress maps reports - biannual program summaries - student reports <p>Teachers:</p> <ul style="list-style-type: none"> - collection and assessment tasks/rubrics - document student achievement and indicative progress - completion of reports - weekly chronicles, lesson plans <p>Students:</p> <ul style="list-style-type: none"> - provide formal feedback on reports and student passports - parents to provide formal feedback on reports and student passports - participation in three way reporting conference with teacher and parent - formulate and adjust their learning goals

KIS 3 Curriculum planning and assessment	Build teacher and leadership capacity to make accurate and consistent teacher judgements against the Victorian Curriculum
Actions	<p>Continue to develop and deliver Professional Learning that supports teachers using the Victorian Curriculum Achievement standards to design programs and monitor student progression</p> <p>Continue to deepen teacher's knowledge of Victorian Curriculum and develop a collaborative disposition (cross-marking, moderation, peer coaching)</p>
Outcomes	<p>Leaders:</p> <ul style="list-style-type: none"> -model plans and practice to support teachers program/assessment development and mapping student progression -review program summaries and provide constructive feedback -develop teacher knowledge of assessment for and of learning to assist in assessment mapping, moderation of student work and consistency of teacher judgement <p>Teachers:</p> <ul style="list-style-type: none"> -report to student/parents in a consistent and ongoing manner -document assessment/teaching with reference to Victorian Curriculum <p>Students:</p> <ul style="list-style-type: none"> -understand assessment tasks, success criteria and participate in rubric development -regularly self-evaluate; peer evaluate
Success Indicators	<p>Leaders:</p> <ul style="list-style-type: none"> - review and provide feedback in teacher chronicles and program summaries - monitor student outcomes and reports - regular feedback from teachers, students, parents <p>Teachers:</p> <ul style="list-style-type: none"> - record of individual student progress, cohort results and learning management (reports, students at risk, PT interviews) and progress reports <p>Students:</p> <ul style="list-style-type: none"> - completion of Language Passports - provide modified/adjusted learning goal

Goal 3	To improve student engagement in language learning
12 Month Target 3.1	<p>Given the issues surrounding the Pandemic in 2020 we have experienced a setback in our ability to manage a number of Attendance Management Pilot programs throughout our designated Centres. For much of this year our classes have been limited to a remote style-learning model. This has made it impossible for the Attendance Professional Learning Team to conduct Pilot programs across their centres.</p> <p>We have however been able to make a significant amount of progress in our distance education section through the development of the latest Coursework App that records incoming student work in an accurate fashion. This year we were able to make three attendance recordings throughout the year. This has provided us with an average attendance rate for each of the months recorded.</p> <p>In 2021 and providing our classes go back to face to face learning and without any disruptions our Targets are as follows: By 2021 to establish a documented standard operating procedural manual for the management of attendance across all Centres.</p> <p>By 2021 to record the number of student unapproved absences in all Centre and Distance Education classes.</p> <p>By 2021 all Leaders (Area Managers) to monitor and analyse attendance data, Centre communication books.</p> <p>In 2021 all teaching staff across centres and in Distance Education to record, monitor and contact parents of students at risk.</p> <p>In 2021 all teaching staff across centres and in Distance Education to keep a log of parental phone contacts and students at risk.</p>
12 Month Target 3.2	<p>Retention data has not been recorded for 2020 due to the developments in the Pandemic this year. This has been a highly stressful year for our students and for their families. For our system to record retention rates accurately, Area Managers would be required to contact each student who had failed to return to school in 2020. Questions would need to be asked in order to ascertain reasons for not returning. Given the sheer volume of students that have dropped out and the stress placed on families throughout the year due to the developments of the Pandemic, the leadership team felt that this approach would be deemed as highly inappropriate.</p> <p>To achieve a retention rate of 90% from the start to the end of the school year. This target to be benchmarked in 2021. Recordings of retention rates to take place as follows: Recording those students not returning to classes in Centre and Distance Education in 2021. this data to be analysed and compared to the following data to be produced in March of 2022.</p> <p>the aim is to decrease the current percentage of students not returning in the following year (2022).</p> <p>By 2021 all Leaders (Area Managers) to deliver and facilitate ongoing staff pd and presentations on the delivery of effective classroom teaching/pedagogical practices to improve student engagement.</p> <p>All Leaders (Area Managers) to monitor and analyse Area Retention rates in 2021.</p>
12 Month Target 3.3	<p>In 2021 PoLT survey data for Centre classes only in sections 1 and 2 to score at or above 2.2.</p> <p>By 2021 release date of PoLT surveys, all centre leadership team to incorporate a standard practice that involves an introduction and brief explanation to those students involved in the survey.</p> <p>By 2021 all teaching staff will be required to conduct and document in their teacher chronicles a minimum of one group work task per term that will allow students to select an activity of their choice.</p>

KIS 1 Setting expectations and promoting inclusion	Implement a consistent approach to managing and monitoring student attendance across all centres
Actions	<ol style="list-style-type: none"> 1. Develop an attendance procedural working party 2. Document a consistent approach to managing and monitoring student attendance across all centres 3. Analyse current attendance data to identify in what Areas are lowest in attendance 4. Run a Pilot program that implements a new attendance management and monitoring process/procedure.
Outcomes	<ol style="list-style-type: none"> 1. Leaders will be involved in the development documentation of protocols for the management and monitoring of attendance 2. Selected Leaders for the Pilot program will facilitate a focus on the management and monitoring of attendance at designated Centres. 3. Staff collaborating, explicitly utilising the new approach to the management, and monitoring of attendance. 4. Staff to model positive role modelling in the classroom. 5. Students will attend classes on a higher level
Success Indicators	<ol style="list-style-type: none"> 1. Attendance management and monitoring process is developed and is documented as a manual for distribution. 2. All Staff PD sessions are to be documented and incorporated in Leading teacher's PDPs. 3. Teaching and Admin staff to collate data on absences and formulate a student at risk logbook. 4. Professional staff learning activities documentation 5. Student PoLT survey data 6. Student Attendance data.
KIS 2 Intellectual engagement and self-awareness	Implement a process of checking in with students to ensure that they are challenged and supported in their learning
Actions	<ul style="list-style-type: none"> - All Leaders (Area Managers) continue to deliver and facilitate ongoing staff pd and presentations on the delivery of effective classroom teaching/pedagogical practices to improve student engagement - Staff on all Centres to continue to share with colleagues via a staff presentation an interesting and fun student activity that can be utilised across language faculties. - Student Opinion Surveys (POLT) to be implemented throughout all Centres. Distance education included. - Staff at Centre classes to ensure a minimum of one group activity per term is conducted in the classroom. - Student Passport is used to log and regularly monitor students personal learning goals
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - continue to document, lead and support the facilitation of staff professional development on the delivery of effective classroom teaching/pedagogical practices to improve student engagement. - continue to collaboratively oversee the management, coordination of the group work process across all Centres <p>Staff will:</p> <ul style="list-style-type: none"> - incorporate one group-work activity per term. - collaborate to share new ideas an interesting and fun student activity that can be utilised across language faculties. <p>Students will:</p> <ul style="list-style-type: none"> - participate in the Student Opinion Surveys (PoLT) to be implemented throughout all Centres. Distance education included. - participate in group work activities

Success Indicators	<ul style="list-style-type: none"> - Centre Staff PD sessions are to be documented and incorporated in Leading teacher's PDPs. - Professional staff learning activities documentation - Student Opinion Survey (PoLT) data - Student Attendance data. - Student Passport containing progress of students' personal learning goals to be completed at all Centres. - Evidence of group work through classroom observation made by centre leadership team
---------------------------	---

Goal 4	To improve student wellbeing from Foundation to Year 12
12 Month Target 4.1	Continue to develop metacognitive knowledge in teachers to support students to actively engage in their learning goals and plan, motivate and evaluate their own learning,
12 Month Target 4.2	<p>In 2021 all Leaders (Area Managers) will continue to deliver and facilitate ongoing staff PD and presentations on the delivery of effective classroom teaching/pedagogical practices that reflect current events and people and places.</p> <p>In 2021 all teaching staff will continue to be required to conduct and document in their teacher chronicles the delivery of effective classroom teaching/pedagogical practices that reflect current events and people and places.</p>
12 Month Target 4.3	Implement the more comprehensive Student Passports (F-2, 3-6, 7-10) that support students to become self-reflective learners and improve teacher capabilities in student assessment and targeted teaching. This needs to be remediated from 2020.
KIS 1 Intellectual engagement and self-awareness	Enhance opportunities for student voice and agency in their learning
Actions	<p>Continue to explicitly teach students meta-cognition strategies that supports them to set learning goals, evaluate their own progress, self-regulate and take responsibility for their learning</p> <p>In collaboration with students, teachers continue to design differentiated programs that are engaging, relevant to student, appropriately challenging and provide regular feedback and monitoring on their progress</p>
Outcomes	<p>Leaders:</p> <ul style="list-style-type: none"> - model and support staff in the process of developing effective and achievable student learning goals, and meta cognition strategies - have a strong knowledge of Victorian Curriculum & VCE, achievement standards and indicative progress - develop an awareness of the benefits of negotiated and differentiated learning - review program summaries and provide constructive feedback - develop a more comprehensive passport for students and teachers to track progression and achievement <p>Teachers:</p> <ul style="list-style-type: none"> - work collaboratively and support with students with their individual learning goals providing them regular opportunity for feedback using rubrics and evaluation surveys - be able to develop learning intentions and success criteria for lessons - develop regular practice to monitor student learning goals and provide opportunities for students to evaluate and self regulate

	<p>Students:</p> <ul style="list-style-type: none"> - understand assessment tasks, success criteria and participate in rubric development - develop achievable learning goals that cater for their individual learning needs - complete and maintain a Student Passport that reflects their personal progress and learning needs
<p>Success Indicators</p>	<p>Leaders:</p> <ul style="list-style-type: none"> - attendance at PL - completion of weekly chronicles that have articulated learning intentions - completion of program summaries - Reporting data <p>Teachers:</p> <ul style="list-style-type: none"> - student reports - student portfolios - student data reports <p>Students:</p> <ul style="list-style-type: none"> - student portfolios - increased class attendance - increased student engagement (assessment and POLT) - student learning growth/progress achieved

Implementing the Education State at the VSL

What is DETs Vision for Learning?

'All students are empowered to learn and achieve, to experience high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and to shape the world around them.'

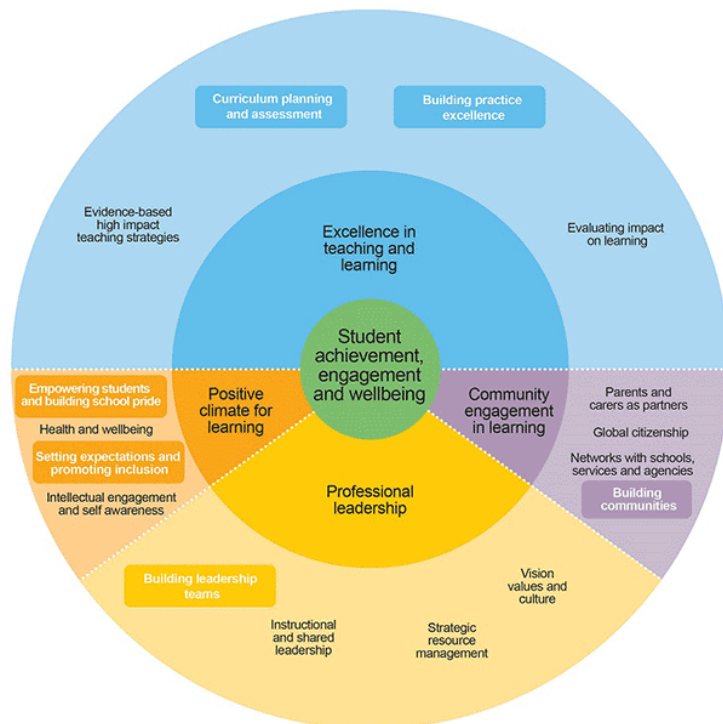
In Victoria, our Vision for Learning articulates our aspirations and beliefs about teaching and learning. With students at its centre, the Vision outlines our aspiration for all students to achieve and grow as learners, and to generate their own course for lifelong learning. Students will be empowered to take ownership of their learning, to make purposeful contributions to their learning environments, and to tackle issues arising in the world around them.

The Vision for Learning also recognises the central role of teachers as they use expert knowledge, skills and dispositions as designers. They develop engaging and challenging learning programs and create the optimal conditions for student learning, including supporting parents as first educators and partners in education. Teachers model lifelong learning as they build reflection and deep levels of thinking into their practice and challenge themselves and their students to co-construct and apply new knowledge.

Victoria's Vision for Learning creates the narrative for change, and draws our focus to the values and beliefs at the heart of teaching and learning. For teachers and school leaders in Victorian schools it provides a starting point for a close analysis of school culture and professional practice.

Framework for Improving Student Outcomes

The Framework for Improving Student Outcomes has been developed to help us work together to dramatically increase the focus on student learning in schools.



The FISO Priority Areas are: Excellence in teaching and learning, Professional Leadership, Positive climate for learning, Community engagement in Learning.

The six FISO Dimensions with the highest impact are called the high-impact Improvement Initiatives.

These high-impact Improvement Initiatives are:

1. Building practice excellence
2. Curriculum planning and assessment
3. Building leadership teams
4. Empowering students and building school pride
5. Setting expectations and promoting inclusion
6. Building Communities

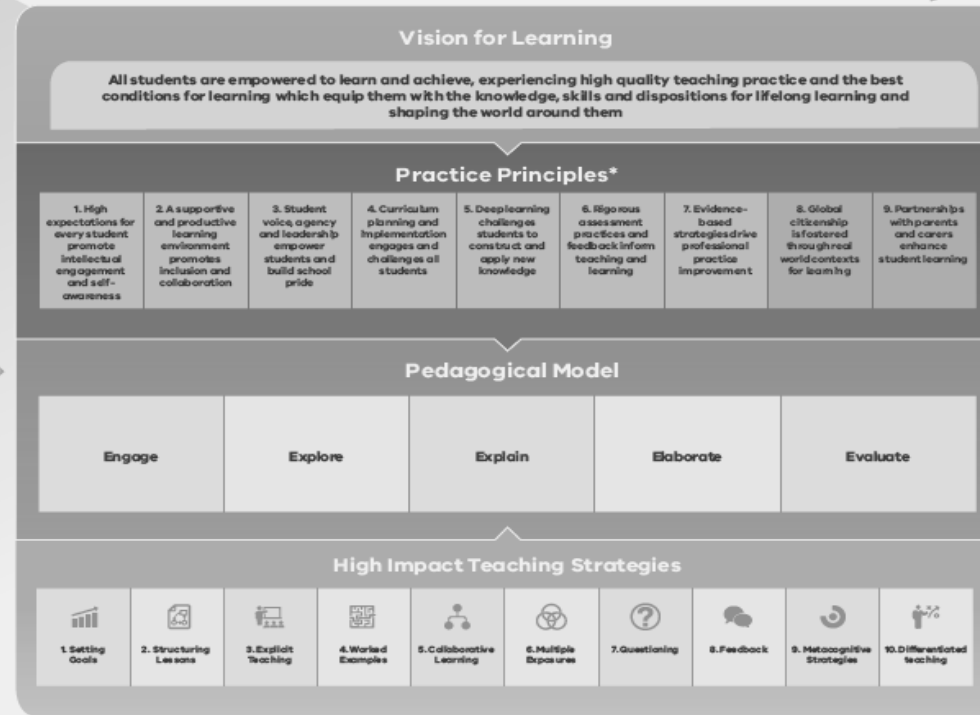
The Victorian Teaching and Learning Model

The **Framework for Improving Student Outcomes (FISO)** helps schools lift student outcomes and build system capability



The **Pedagogical Model** describes what effective teaching looks like in the classroom and helps teachers apply the Practice Principles

Victorian Teaching and Learning Model



A **Vision for Learning** helps create a unified set of values and beliefs to drive a high performance learning culture

The **Practice Principles** are nine signature pedagogies which make the difference in improving student achievement and motivation

The **High Impact Teaching Strategies (HITS)** are ten instructional practices that reliably increase student learning wherever they are applied

*The Victorian Early Years Learning and Development Framework (VEYLDF) is an essential resource for primary school teachers. Abilities Based Learning and Education Support (ABLES) is an essential resource for specialist school teachers

Practice Principles Summary

FISO Priority	Practice Principles	Quote	Theory of Action	Action
Positive climate for learning	1. High expectations for every student promote intellectual engagement and self-awareness	<i>'Our role [as teachers] is not to enable students to reach their potential, or to meet their needs; our role is to find out what students can do, and make them exceed their potential and needs.'</i> - John Hattie, 2012	When teachers model and sustain high expectations as part of their regular classroom practice, students' intrinsic motivation to achieve is lifted and outcomes improve.	1.1 Teachers convey high expectations of learning, effort and engagement for all students 1.2 Teachers co-design aspirational goals with students 1.3 Teachers scaffold and differentiate learning to enable students to achieve their goals 1.4 Teachers build student capacity to monitor and evaluate their own progress and achievement
	2. A supportive and productive learning environment promotes inclusion and collaboration	<i>'One of the first steps to communicating high expectations for all students is to help them feel valued and respected.'</i> - Robert Marzano, 2017	When the teacher maintains a safe, supportive and inclusive learning environment, students will be motivated, collaborative and productive.	2.1 Teachers build quality relationships that enhance student engagement, self-confidence and growth as a learner 2.2 Teachers ensure all students' cultural backgrounds, needs and abilities are recognised and addressed in the learning program 2.3 Teachers develop student capacity to collaborate 2.4 Teachers maintain an energised and focused learning environment
	3. Student voice, agency and leadership empower students and build school pride	<i>'When students believe they are being heard and influencing decisions, schools become more relevant to students' lives and are more likely to be seen as serving their needs.'</i> - Russell Quaglia & Michael Corso, 2014	When students are empowered as learners and leaders, actively contributing to both their own education and to whole school initiatives, their self-efficacy is enhanced and they experience significant growth in motivation, wellbeing and achievement.	3.1 Teachers empower students to have a democratic voice in the running of the communities in which they learn 3.2 Teachers co-design opportunities for students to exercise authentic agency in their own learning 3.3 Teachers co-design leadership opportunities 3.4 Teachers build school pride and connectedness
Excellence in teaching and learning	4. Curriculum planning and implementation engages and challenges all students	<i>'What you teach is as important as how you teach it, and the better your teaching craft, the greater the benefits resulting from a choice of rigorous content.'</i> - Doug Lemov, 2015	When learning plans integrate the Victorian Curriculum, instructional practices and assessment strategies into coherent, sequential and contextually relevant programs, they can address the learning needs of all students.	4.1 Teachers place student needs at the centre of program planning and delivery 4.2 Teachers collaboratively design and implement a scope and sequence of learning 4.3 Teachers regularly review and update learning programs in line with school curriculum plans
	5. Deep learning challenges students to construct and apply new knowledge	<i>'Deep learning is more natural to the human condition because it more clearly connects with our core motivations: to directly and deeply engage in learning; and to do things that truly make a difference to our lives and the world.'</i> - Michael Fullan & Maria Langworthy, 2014	When students are challenged to move from surface knowledge to deeper levels of understanding, they are more engaged and committed to extend and apply their learning.	5.1 Teachers design learning programs to explicitly build deep levels of thinking and application 5.2 Teachers support students to explore the construction of knowledge 5.3 Teachers support students to be reflective, questioning and self-monitoring learners

FISO Priority	Practice Principles	Quote	Theory of Action	Action
Excellence in teaching and learning	6. Rigorous assessment practices and feedback inform teaching and learning	<i>‘Professionals use assessments to better understand the presenting situation or problem, to identify starting points for action, to decide on appropriate evidence-based interventions, to monitor progress, and to evaluate the effectiveness of the decisions they make.’</i> - Geoff Masters, 2013	When multiple forms of assessment and feedback inform teaching and learning practices, student engagement and achievement are enhanced.	6.1 Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives 6.2 Teachers moderate student assessment and use data to diagnose student learning needs and plan for learning 6.3 Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards 6.4 Teachers analyse student achievement data to improve their practice
	7. Evidence-based strategies drive professional practice improvement	<i>‘The remarkable feature of the evidence is that the biggest effects on student learning occur when teachers become learners of their own teaching.’</i> - John Hattie, 2009	When teachers improve their knowledge and skills using evidence-based strategies, they are more precise and purposeful in their practice.	7.1 Teachers evaluate the impact of teaching on learning by analysing multiple sources of data 7.2 Teachers identify and target areas for professional learning 7.3 Teachers draw on current research and use an inquiry improvement cycle 7.4 Teachers challenge and support each other to improve practice
Community engagement in learning	8. Global citizenship is fostered through real world contexts for learning	<i>‘We need each other, we always have, but the price of failure to work with others near and far has become unsustainable.’</i> - Joyce, Weil & Calhoun, 2014	When students are empowered to recognise themselves as global citizens, they are more likely to identify and understand a range of perspectives, develop solutions and take actions that have a genuine impact on self and others.	8.1 Teachers support students to explore their role as global citizens 8.2 Teachers model and facilitate using digital tools and resources to access, use and share learning 8.3 Teachers and students co-design learning that connects to real world contexts 8.4 Teachers and students collaborate in learning partnerships in and beyond the school
	9. Partnerships with parents and carers enhance student learning	<i>‘When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.’</i> - Henderson & Mapp, 2002	When teachers recognise the role of parents and carers as first educators and engage them in school learning programs, students are more likely to experience an inclusive education within and beyond the classroom.	9.1 Teachers establish open and sustained communications with parents/carers 9.2 Teachers seek and use parents’/carers’ knowledge and feedback 9.3 Teachers facilitate parent/carer involvement in education within the classroom, school and beyond

The Vision for Learning and the Practice Principles will support school improvement across the eight FISO Essential Elements for School Improvement:

1. Documented curriculum plan, assessment and shared pedagogical approaches
2. School-based professional learning program developed and implemented that supports the school's identified improvement strategies
3. School improvement team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan
4. Student voice, leadership and agency in own learning activated so that students have positive school experiences and can act as partners in school improvement
5. Whole school approach to health, wellbeing, inclusion and engagement
6. Moderation of common student assessment tasks
7. Data collection, analysis and evaluation of student learning growth over time
8. Explicit use of evidenced-based school improvement strategies and teacher professional practice activities

Pedagogical Model **Engage-Explore-Explain-Elaborate-Evaluate**

The Pedagogical Model places student learning at the centre of planning and implementation. It supports teachers to design engaging and challenging learning experiences through planned integration of curriculum, pedagogy and assessment.

Teachers build professional skills and knowledge around curriculum, pedagogy and assessment to continuously enhance their practice and improve student learning. Developing expertise across those essential interrelated components builds practice excellence.

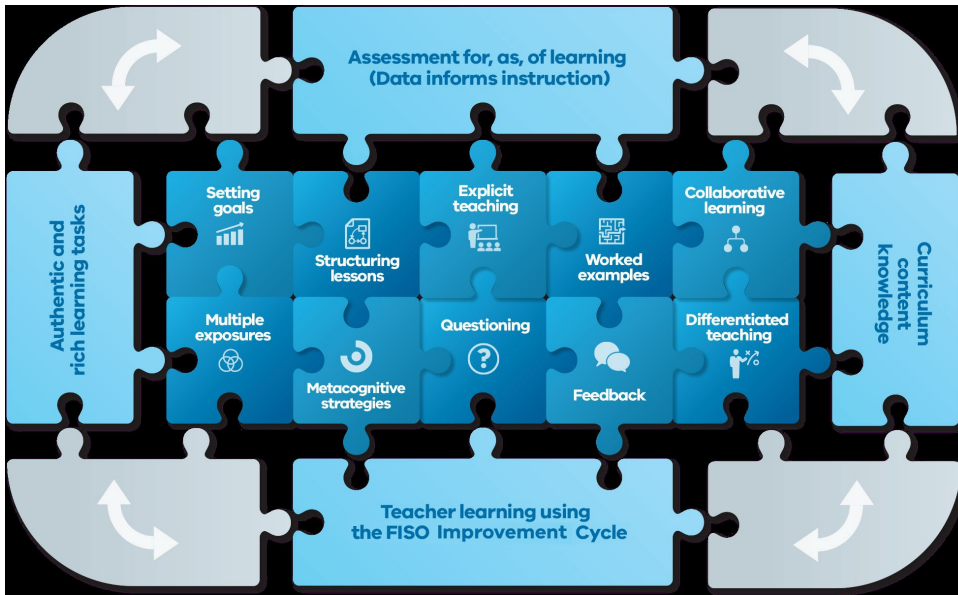
The Victorian Curriculum F-10 defines the learning progressions that guide student learning growth. It is the role of teachers and school leaders to create engaging learning and teaching programs, drawing on their knowledge of local context, effective pedagogy and rigorous assessment, to ensure that students progress along this continuum.

Using the Pedagogical Model, teachers can collaborate to consider the following elements as part of their planning, classroom practice and reflection.

The Five Domains of the Pedagogical Model Overview

ENGAGE	EXPLORE	EXPLAIN	ELABORATE	EVALUATE
Teachers know their students well and engage them in building supportive, inclusive and stimulating learning environments. Teachers motivate and empower students to manage their own learning and develop agency.	Teachers present challenging tasks to support students in generating and investigating questions, gathering relevant information and developing ideas. They help students expand their perspectives and preconceptions, understand learning tasks and prepare to navigate their own learning.	Teachers explicitly teach relevant knowledge, concepts and skills in multiple ways to connect new and existing knowledge. They monitor student progress in learning and provide structured opportunities for practising new skills and developing agency.	Teachers challenge students to move from surface to deep learning, building student ability to transfer and generalise their learning. They support students to be reflective, questioning and self-monitoring learners.	Teachers use multiple forms of assessment and feedback to help students improve their learning and develop agency. They monitor student progress and analyse data to draw conclusions about the effectiveness of their teaching practices, identify areas for improvement and address student individual needs.
DOMAIN IS ALIGNED TO THE FOLLOWING PRACTICE PRINCIPLES AND ACTIONS				
<p>1.1 Teachers convey high expectations of learning, effort and engagement for all students</p> <p>2.1 Teachers build quality relationships that enhance student engagement, self-confidence and growth as a learner</p> <p>2.2 Teachers ensure all students' cultural backgrounds, needs and abilities are recognised and addressed in the learning program</p> <p>2.4 Teachers maintain an energised and focused learning environment</p> <p>3.1 Teachers empower students to have a democratic voice in the running of the communities in which they learn</p> <p>3.3 Teachers provide leadership opportunities</p> <p>3.4 Teachers build school pride and connectedness</p> <p>4.1 Teachers place student needs at the centre of program planning and delivery</p> <p>8.4 Teachers and students collaborate in learning partnerships in and beyond the school</p> <p>9.1 Teachers establish open and sustained communications with parents/carers</p> <p>9.3 Teachers facilitate parental/carer involvement in education within the classroom, school and beyond</p>	<p>1.1 Teachers convey high expectations of learning, effort and engagement for all students</p> <p>1.2 Teachers co-design aspirational goals with students</p> <p>1.3 Teachers scaffold and differentiate learning to enable students to achieve their goals</p> <p>2.3 Teachers develop student capacity to collaborate</p> <p>2.4 Teachers maintain an energised and focused learning environment</p> <p>3.1 Teachers empower students to have a democratic voice in the running of the communities in which they learn</p> <p>3.2 Teachers provide opportunities for students to exercise agency in their own learning</p> <p>3.3 Teachers provide leadership opportunities</p> <p>4.1 Teachers place students' needs at the centre of program planning and delivery</p> <p>5.3 Teachers support students to be reflective, questioning and self-monitoring learners</p> <p>6.3 Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards</p> <p>8.2 Teachers model and facilitate use of digital tools and resources to access, use and share learning</p> <p>8.3 Teachers and students co-design learning that connects to real world contexts</p> <p>9.3 Teachers facilitate parental/carer involvement in education within the classroom, school and beyond</p>	<p>1.1 Teachers convey high expectations of learning, effort and engagement for all students</p> <p>1.3 Teachers scaffold and differentiate learning to enable students to achieve their goals</p> <p>3.2 Teachers provide opportunities for students to exercise agency in their own learning</p> <p>4.1 Teachers place student needs at the centre of program planning and delivery</p> <p>4.2 Teachers collaboratively design and implement a scope and sequence of learning</p> <p>5.1 Teachers design learning programs to explicitly build deep levels of thinking and application</p> <p>9.3 Teachers facilitate parental/carer involvement in education within the classroom, school and beyond</p>	<p>1.1 Teachers convey high expectations of learning, effort and engagement for all students</p> <p>2.3 Teachers develop student capacity to collaborate</p> <p>2.4 Teachers maintain an energised and focused learning environment</p> <p>3.1 Teachers empower students to have a democratic voice in the running of the communities in which they learn</p> <p>3.2 Teachers provide opportunities for students to exercise agency in their own learning</p> <p>3.3 Teachers provide leadership opportunities</p> <p>4.1 Teachers place student needs at the centre of program planning and delivery</p> <p>4.2 Teachers collaboratively design and implement a scope and sequence of learning</p> <p>5.1 Teachers design learning programs to explicitly build deep levels of thinking and application</p> <p>5.2 Teachers support students to explore the construction of knowledge</p> <p>5.3 Teachers support students to be reflective, questioning and self-monitoring learners</p> <p>6.3 Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards</p> <p>7.3 Teachers draw on current research and use an inquiry improvement cycle</p> <p>7.4 Teachers challenge and support each other to improve practice</p> <p>8.1 Teachers support students to explore their role as global citizens</p> <p>8.2 Teachers model and facilitate use of digital tools and resources to access, use and share learning</p> <p>8.3 Teachers and students co-design learning that connects to real world contexts</p> <p>9.3 Teachers facilitate parental/carer involvement in education within the classroom, school and beyond</p>	<p>1.1 Teachers convey high expectations of learning, effort and engagement for all students</p> <p>1.4 Teachers build student capacity to monitor and evaluate their own progress and achievement</p> <p>3.2 Teachers provide opportunities for students to exercise agency in their own learning</p> <p>4.1 Teachers place students' needs at the centre of program planning and delivery</p> <p>4.3 Teachers regularly review and update learning programs in line with school curriculum plans</p> <p>5.3 Teachers support students to be reflective, questioning and self-monitoring learners</p> <p>6.1 Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives</p> <p>6.2 Teachers moderate student assessment and use data to diagnose student learning needs and plan for learning</p> <p>6.3 Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards</p> <p>6.4 Teachers analyse student achievement data to improve their practice</p> <p>7.1 Teachers evaluate the impact of teaching on learning by analysing multiple sources of data</p> <p>7.2 Teachers identify and target areas for professional learning</p> <p>7.3 Teachers draw on current research and use an inquiry improvement cycle</p> <p>7.4 Teachers challenge and support each other to improve practice</p> <p>9.1 Teachers establish open and sustained communications with parents/carers</p> <p>9.2 Teachers seek and use parents'/ carers' knowledge and feedback</p> <p>9.3 Teachers facilitate parental/carer involvement in education within the classroom, school and beyond</p>
DOMAIN IS ALIGNED TO THE FOLLOWING HITS:				
<p>1 Setting goals</p> <p>2 Structuring lessons</p> <p>7 Questioning</p> <p>10 Differentiation</p>	<p>1 Setting goals</p> <p>5 Collaborative learning</p> <p>7 Questioning</p> <p>8 Feedback</p> <p>9 Metacognition</p> <p>10 Differentiation</p>	<p>3 Explicit teaching</p> <p>4 Worked examples</p> <p>5 Collaborative learning</p> <p>6 Multiple exposures</p> <p>10 Differentiation</p>	<p>4 Worked examples</p> <p>5 Collaborative learning</p> <p>6 Multiple exposures</p> <p>8 Feedback</p> <p>9 Metacognition</p>	<p>1 Setting goals</p> <p>8 Feedback</p> <p>9 Metacognition</p>

High Impact Teaching Strategies (HITS)



The HITS are 10 instructional practices that reliably increase student learning wherever they are applied. Mastery of the HITS requires you to draw on both your deep curriculum knowledge and your skills in assessment for, as and of learning. Applying the HITS effectively relies on tapping into your expertise to develop and implement rich, authentic learning tasks. Importantly, adept application of the HITS will stimulate your students to take agency for, and reflect on, their own learning.

SETTING GOALS	STRUCTURING LESSONS	EXPLICIT TEACHING	WORKED EXAMPLES	COLLABORATIVE LEARNING
<p>Overview Lessons have clear learning intentions with goals that clarify what success looks like. Lesson goals always explain what students need to understand, and what they must be able to do. This helps the teacher to plan learning activities, and helps students understand what is required.</p>	<p>Overview A lesson structure maps teaching and learning that occurs in class. Sound lesson structures reinforce routines, scaffold learning via specific steps/activities. They optimise time on task and classroom climate by using smooth transitions. Planned sequencing of teaching and learning activities stimulates and maintains engagement by linking lesson and unit learning.</p>	<p>Overview When teachers adopt explicit teaching practices they clearly show students what to do and how to do it. The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. The teacher checks for understanding, and at the end of each lesson revisits what was covered and ties it all together (Hattie, 2009).</p>	<p>Overview A worked example demonstrates the steps required to complete a task or solve a problem. By scaffolding the learning, worked examples support skill acquisition and reduce a learner's cognitive load. The teacher presents a worked example and explains each step. Later, students can use worked examples during independent practice, and to review and embed new knowledge.</p>	<p>Overview Collaborative learning occurs when students work in small groups and everyone participates in a learning task. There are many collaborative learning approaches. Each uses varying forms of organisation and tasks. Collaborative learning is supported by designing meaningful tasks. It involves students actively participating in negotiating roles, responsibilities and outcomes.</p>
<p>Key elements</p> <ul style="list-style-type: none"> • Based on assessed student needs • Goals are presented clearly so students know what they are intended to learn • Can focus on surface and/or deep learning • Challenges students relative to their current mastery of the topic • Links to explicit assessment criteria 	<p>Key elements</p> <ul style="list-style-type: none"> • Clear expectations • Sequencing and linking learning • Clear instructions • Clear transitions • Scaffolding • Questioning/feedback • Formative assessment • Exit cards 	<p>Key elements</p> <ul style="list-style-type: none"> • Shared learning intentions • Relevant content and activities • New content is explicitly introduced and explored • Teacher models application of knowledge and skills • Worked examples support independent practice • Practice and feedback loops uncover and address misunderstandings 	<p>Key elements</p> <ul style="list-style-type: none"> • Teacher clarifies the learning objective, then demonstrates what students need to do to acquire new knowledge and master new skills • Teacher presents steps required to arrive at the solution so students' cognitive load is reduced and they can focus on the process • Students practice independently using the worked example as a model 	<p>Key elements</p> <ul style="list-style-type: none"> • Students work together to apply previously acquired knowledge • Students cooperatively solve problems using previously acquired knowledge and skills • Students work in groups that foster peer learning • Groups of students compete against each other

High Impact Teaching Strategies (HITS)

MULTIPLE EXPOSURES	QUESTIONING	FEEDBACK	METACOGNITIVE STRATEGIES	DIFFERENTIATED TEACHING
<p>Overview Multiple exposures provide students with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills. Research demonstrates deep learning develops over time via multiple, spaced interactions with new knowledge and concepts. This may require spacing practice over several days, and using different activities to vary the interactions learners have with new knowledge.</p>	<p>Overview Questioning is a powerful tool and effective teachers regularly use it for a range of purposes. It engages students, stimulates interest and curiosity in the learning, and makes links to students' lives. Questioning opens up opportunities for students to discuss, argue, and express opinions and alternative points of view. Effective questioning yields immediate feedback on student understanding, supports informal and formative assessment, and captures feedback on effectiveness of teaching strategies.</p>	<p>Overview Feedback informs a student and/or teacher about the student's performance relative to learning goals. Feedback redirects or refocuses teacher and student actions so the student can align effort and activity with a clear outcome that leads to achieving a learning goal. Teachers and peers can provide formal or informal feedback. It can be oral, written, formative or summative. Whatever its form, it comprises specific advice a student can use to improve performance.</p>	<p>Overview Metacognitive strategies teach students to think about their own thinking. When students become aware of the learning process, they gain control over their learning. Metacognition extends to self-regulation, or managing one's own motivation toward learning. Metacognitive activities can include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.</p>	<p>Overview Differentiated teaching are methods teachers use to extend the knowledge and skills of every student in every class, regardless of their starting point. The objective is to lift the performance of all students, including those who are falling behind and those ahead of year level expectations. To ensure all students master objectives, effective teachers plan lessons that incorporate adjustments for content, process, and product.</p>
<p>Key elements</p> <ul style="list-style-type: none"> • Students have time to practice what they have learnt • Timely feedback provides opportunities for immediate correction and improvement 	<p>Key elements</p> <ul style="list-style-type: none"> • Plan questions in advance for probing, extending, revising and reflecting • Teachers use open questions • Questions used as an immediate source of feedback to track progress/understanding • Cold call and strategic sampling are commonly used questioning strategies 	<p>Key elements</p> <ul style="list-style-type: none"> • Precise, timely, specific, accurate and actionable • Questioning and assessment is feedback on teaching practice • Use student voice to enable student feedback about teaching 	<p>Key elements</p> <ul style="list-style-type: none"> • Teaching problem solving • Teaching study skills • Promotes self-questioning • Classroom discussion is an essential feature • Uses concept mapping 	<p>Key elements</p> <ul style="list-style-type: none"> • High quality, evidence based group instruction • Regular supplemental instruction • Individualised interventions

**Performance
&
Professional Development
Plan
for Centre Staff**

PERFORMANCE & PROFESSIONAL DEVELOPMENT PLAN FOR CENTRE STAFF

Teachers have a significant role in developing and implementing the most effective teaching and learning strategies in their classroom and striving for consistent, high quality classroom teaching that will deliver improvements in student learning and directly impact on the achievement of Government education targets.

The performance and development arrangements for all school staff are designed to:

- Support the school in meeting its responsibilities to students, parents and to Government through linking staff performance and achievement of school, Department and Government policies and targets
- Provide feedback on performance to support ongoing learning and development of staff, with a focus on ways in which student learning can be improved
- Enhance the capacity of staff in undertaking leadership roles within their Area and school.

The sections below explain what is required to complete your yearly performance and development plan.

Part 1: Professional Development and Learning Log

A minimum of 25 hours of professional development and learning is required to be accrued throughout the year. This can be both formal professional development (external PD through subject associations, VSL professional learning activities & PD) and informal (mentoring, staff faculty meetings etc).

Part 2: Professional Teaching and Reflection Plan

The proposed performance requirements specify the way in which a classroom teacher expects to demonstrate that the professional standards for teachers have been met.

Note:

These need to be completed progressively throughout the year and submitted to your Area Manager by your last teaching session in November.

Yours Sincerely

Frank Merlino
Principal

Part 1: Professional Development and Learning Log

Area: _____

Language: _____

Professional development activity attended	Date	Time and place of the activity	Duration of program	Feedback on program	Professional hours accrued
<i>Example 1: VSL Professional development Day 1</i>	<i>30 January 2021</i>	<i>9am – 12pm VSL: South East Area Dandenong HS (Princes Hwy, Dandenong)</i>	<i>3 hours</i>	<ul style="list-style-type: none"> • <i>Information presented on VSL policies & procedures from Staff Handbook & Mandatory Reporting module</i> • <i>Curriculum presentation</i> • <i>Faculty Meeting & Planning time</i> 	<i>3 hours</i>

Part 2: Professional Teaching and Reflection Plan

Professional Standard		Ideas on how to demonstrate the standard	What have you done in your classroom to achieve the standard
Professional Knowledge	Students Know students and how they learn	<ul style="list-style-type: none"> • Engage students in active learning • Know the learning strengths and weaknesses of your students and awareness of the factors that influence their learning • Know the importance of prior learning and language for learning • Facilitate discussion, group interaction and reflection in the learning process • Differentiate teaching to meet the specific learning needs of students across the full range of abilities • Physical, social and intellectual development and characteristics of students and how these may affect learning • Research into how students learn and the implications for teaching • Teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds • Strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities • Legislative requirements and teaching strategies that support participation and learning of students with disability 	
	Curriculum Know the content and how to teach it	<ul style="list-style-type: none"> • Knowledge and understanding of the concepts, substance and structure of the content and teaching strategies for Language teaching. • Implement teaching strategies for using ICT to expand curriculum-learning opportunities for students. • Organise content into an effective learning and teaching sequence. • Familiarity with curriculum statements, policies, materials and programs associated with the content that is taught. • Use a variety of concepts, substance and structure of the content and teaching strategies for language teaching • Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. 	
Professional Practice	Student Engagement Plan for and implement effective teaching and learning	<ul style="list-style-type: none"> • Set learning goals that provide achievable challenges for students of varying abilities and characteristics • Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. • Include a range of teaching strategies • Use a range of resources, including ICT, that engage students in their learning • Use strategies that can be used to evaluate teaching programs to improve student learning • Use strategies that can be used to evaluate teaching programs to improve student learning • Use a range of verbal and non-verbal communication strategies to support student engagement • Describe a broad range of strategies for involving parents/carers in the educative process 	

	<p>Student Well being Create & maintain supportive and safe learning environments</p>	<ul style="list-style-type: none"> • Foster a learning environment that engages and challenges your students and encourages them to take responsibility for their own learning • Use and manage the materials, resources of your classroom to create a stimulating and safe environment for learning • Establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom. • Identify strategies to support inclusive student participation and engagement in classroom activities • The capacity to organize classroom activities and provide clear directions • Use of practical approaches to manage challenging behaviour • Use strategies that support students' well-being and safety working within school and/or system, curriculum and legislative guidelines • Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching. 	
	<p>Assessment Assess, provide feedback and report on student learning</p>	<ul style="list-style-type: none"> • Use of a variety of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning • Understand the purpose of providing timely and appropriate feedback to students about their learning • Use of assessment moderation and its application to support consistent and comparable judgements of student learning • The capacity to interpret student assessment data to evaluate student learning and modify teaching practice • Use of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement. 	
Professional Engagement	<p>Personal Evaluation and Reflection Engage in professional learning</p>	<ul style="list-style-type: none"> • Identify your own professional learning needs and plan for and engage in professional development activities • Seek and apply constructive feedback from supervisors and teachers to improve teaching practice. • Attend relevant and appropriate sources of professional learning for Language teachers • Demonstrate an understanding of the rationale for continued professional learning and the implications for improved students learning. 	
	<p>Community involvement Engage professionally with colleagues, parents/carers and the community</p>	<ul style="list-style-type: none"> • Work with other professionals, parents/guardians and members of the broader community to provide effective learning for students • Use strategies for working effectively, sensitively and confidentially with parents/carers. • Promote learning and the value of language education in the wider community • Understand and comply with DET/VSL organisational and professional requirements • apply the key principles described in codes of ethics and conduct for the teaching profession • Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. 	

Reference information to assist Teachers to achieve the Standards

PROFESSIONAL KNOWLEDGE

Professional Standard 1: Students - Know students and how they learn

What do your students already know? What can they do well? What areas need development?



What can you do in the classroom to demonstrate that you are achieving the standard?

- Learning about other teaching approaches with colleagues
- Organise group work and using a range of class and group structures to facilitate different student levels and abilities
- Using technology tasks as homework
- Pre-test to assess what students know
- Meeting with prior teacher to exchange portfolio and information about student
- Use the language passport to monitor student progress
- Incorporate the student in deciding class activities – their family and social activities
- Give students the opportunity to reflect on personal achievement and learning
- Transition meetings
- Students contribute to negotiating the curriculum
- Assist students with managing their learning goals as mentioned in the passports
- Assist students in completing the reflection aspect in the passports
- Inform students about the scope & sequence of learning activities for the unit
- Inform students about the weekly learning intention for the lesson
- Use learning theories Multiple intelligences/ De Bono/Blooms Taxonomy
- Use the *Bringing Language to Life* VSL publication
- Use a variety of resources to ensure that macro skills (listening/writing/reading/speaking) are developing and assessed
- Assess prior learning – use a combination of these and other activities (questioning students, pre-testing, using data from previous semester reports & assessments, talking to teachers who have previously taught your students, classroom observation of students' engagement & learning)
- Tools such as K/W/L, Mind maps, De Bono's Thinking Hats

LINKING IT TO PRINCIPLES of LEARNING & TEACHING

The teacher builds positive relationships through knowing and valuing each student

- Targeting questions, or responding to answers, in a way that acknowledges individual needs and potential contributions
- Finding out about the interests and background of each student
- Focusing attention, when circulating, on students who have particular needs
- Encouraging all students to contribute
- Responding positively and non-judgmentally to student contributions
- Talking to students to determine the root causes of misbehavior and responding appropriately
- Establishing a tradition in class whereby students talk about instances of new ideas connected to their lives and communities
- Providing support for students through mentoring and pastoral roles and organisation of extra activities, such that relationships are built around multiple aspects of students' lives.

Teaching strategies are flexible and responsive to the values, needs and interests of individual students

This acknowledges that the classroom should be an interesting place and suited to a wide range of dispositions. Learning may involve a negotiation between prior views and knowledge and public knowledge found in the curriculum.

- Regularly using popular media such as magazines and television, or popular fiction to introduce or challenge ideas
- Using students' personal interests (sports, hobbies) and social/ethical concerns as the context of topics, or to link with social relevance of the learning and issues
- Using classroom strategies that acknowledge gender, personal and religious differences
- Encouraging students to respect the rights of others to hold differing views
- Valuing and building on the perspectives and experiences students bring to the classroom
- Creating an environment of encouragement for students to contribute personal stories to class discussion
- Providing a stimulating classroom environment that generates active interest in topics.

The teacher utilises a range of teaching strategies that support different ways of thinking and learning

This refers to different ways students might approach learning, their different abilities and strengths, or their different perspectives on themselves as learners. It also refers to the variety of ways ideas are represented and the need to approach and demonstrate learning using different media and representational modes. This implies the use of diverse approaches to allow students to experience diverse ways of learning and knowing, and targeted support for individuals, based on teacher monitoring.

- Varying the structure and delivery mode across a range of teaching sessions
- Providing for a range of learning styles or modalities within teaching sessions and from one teaching session to another in terms of both teacher input and student learning experiences
- Helping students to understand their own specific learning needs and providing choice to cater for the range of those needs
- Setting a variety of types of tasks during each unit and using a range of resources eg. print, visual, aural, experiential.
- Providing variations in tasks to allow student choice on mode of presentation or type of approach (e.g. using Bloom's taxonomy, Gardner's multiple intelligences and other higher order thinking tools to ensure variety)
- Ensuring each task has an open ended aspect that allows students to work at different levels and paces
- Arranging for time in each teaching session to give individual support to students in need of particular attention
- Providing opportunities to use a range of multimodal communications as they are used in the community

The teacher builds on students' prior experiences, knowledge and skills

This emphasises the need to explore and monitor, and build on students' prior learning. This exploration is important for students also, to support their own understandings of their learning.

- Actively seeking to establish students' knowledge, beliefs and skills as part of planning
- Utilising students' particular strengths and experience in supporting learning
- Building on students' prior learning, that may have taken place outside the school bounds
- Explicitly linking new ideas with the language and perspectives students' bring to the classroom.

The teacher uses strategies that challenge and support students to question and reflect

This involves the development of learning tasks designed to encourage and support students to move beyond their current understandings and think more deeply about ideas and practice. Teacher questions are open-ended and designed to promote depth and breadth of knowledge and understanding. Teachers emphasise engagement with ideas and practice through exploration.

- Introducing ideas by using interesting and challenging activities
- Using short, group-based challenging activities to raise questions
- Challenging students to reflect on their response to tasks
- Asking open questions calling for interpretive responses
- Posing questions and hypothetical situations to move students beyond superficial approaches
- Asking students to represent their understandings in a variety of ways

PROFESSIONAL KNOWLEDGE

Professional Standard 2: Curriculum - Know the content and how to teach it

The teaching content and student learning outcomes for the program of learning

Drawing on the content of your program of learning and prior knowledge of your students establish the content for your class and how this relates to broader curriculum expectations

Establish the learning outcomes –ensuring they are achievable for all students but also challenge and develop their knowledge



What can you do in the classroom to demonstrate that you are achieving the standard?

- Read Study design & Victorian Curriculum F-10 documents/standards and other DET strategies – POLT
- Keep up to date with language teaching methodology – possible evidence completed course
- Incorporate ICT elements in my teaching programs
- Sequence lesson plans/program summaries across year levels
- Utilising library and multimedia resources
- Cater for mixed abilities
- Language Perfect – subscribe class to language perfect

LINKING IT TO PRINCIPLES of LEARNING & TEACHING

Teaching sequences promote sustained learning that builds over time & emphasises connections between ideas

This involves running with ideas for sufficient time to examine and use them in depth. This applies to the way key ideas are built across a learning sequence, but might also mean having sufficient time in teaching sessions to properly examine ideas. Links are made across subject areas to demonstrate relevance and connectedness with what is being taught and how key ideas can apply to a range of situations.

- Allowing time for discussions to arise naturally and be followed in class to encourage the resolution of questions
- Extending consideration of key ideas over a number of teaching sessions, rather than starting with a new idea or context each teaching session
- Revisiting previous teaching sessions so that ideas explicitly build across a unit
- Recognising that skills, understandings, processes or practices currently being taught have relevance for other subject areas and drawing students' attention to such relevance
- Identifying a series of generic skills and processes (such as problem solving, creative thinking skills, metacognition, etc.) that can become areas of focus across the curriculum
- Relating current learning to work done in previous teaching sessions
- Fostering connections to life outside school
- Allowing activities to continue, where possible, while students are productively engaged

PROFESSIONAL PRACTICE

Professional Standard 3: Student Engagement: Plan for and implement effective teaching and learning

Developing learning resources, teaching practices and activities

In planning consider:-

- The sequence and structure of the program to facilitate learning for all students
- The resources you will use to teach the content (including ICT where relevant) and how they will engage your students
- The teaching strategies you will use to develop knowledge, skills, problem solving and critical thinking
- How will you use verbal and non-verbal communication strategies to support understanding and engagement with learning?
- How and when will you provide feedback to your students on the progress of their learning in relation to learning outcomes?
- How will you engage parents/carers with the learning of your students?



What can you do in the classroom to demonstrate that you are achieving the standard?

- ICT – Language Perfect
- Use iPad/iPod/Smart Technology in the classroom
- Power points
- Inquiry based learning
- Student Action Teams
- Group/individual work
- Using the four macro skills
- Differentiated Learning
- Learning theories - De Bono/Bloom's
- Community involvement
- Participation in competitions – Dante Aligheri/Alliance Francais

LINKING IT TO PRINCIPLES of LEARNING & TEACHING

Teaching strategies promote students' self-confidence and willingness to take risks with their learning

This is primarily about students being supported to feel confident to contribute ideas without fear of being 'put down'. It includes the notion of students moving 'outside the square' with their thinking and learning; not settling for the 'ordinary' but trying out new ideas and practices. This may involve teacher modelling and negotiation.

- Providing appropriate support structures for open inquiry projects and investigations
- Encouraging students to follow interesting and open lines of inquiry
- Modelling acceptance and valuing of unusual ideas
- Using explicit assessment criteria that encourage students to try out new ideas.

The teacher capitalises on students' experience of a technology rich world

Students come to classrooms with a variety of experiences of and expertise in contemporary technologies. This encourages the exploration with students of their interest and expertise and the meaning they assign to technological communication, design and representation. It is about enlisting students' capabilities and interests associated with contemporary technologies.

- Incorporating contemporary technologies into learning sequences in ways that are meaningful for students
- Planning to acknowledge a diversity of student technological expertise and to take advantage of particular student expertise to support learning
- Talking about the purpose of texts, how they work and how meaning is organised, drawing examples from a variety of contemporary media and texts (websites, newspapers, TV commercials, films, magazines, lyrics, journals, video clips, online games and chat)

The teacher promotes substantive discussion of ideas

This involves the teacher providing opportunities for students to talk together, discuss, argue and express opinions and alternative points of view. 'Substantive' refers to a focus on significant ideas, practices or issues, that are meaningful to students, and that occur over a sufficient period of time to be effectively explored.

- Providing stimulus materials that challenge students' ideas and encourage discussion, speculation and ongoing exploration
- Encouraging students to raise questions or speculate or make suggestions
- Asking a high proportion of open ended questions
- Encouraging students to challenge, support or amplify others' contributions

The teacher emphasises the quality of learning with high expectations of achievement

Teachers need to clearly signal an expectation that students will achieve at a high level and put in effort to produce quality work. This also involves teachers expressing and demonstrating confidence that students are capable of significant achievement. There is structured support to help students learn effectively so that this expectation does not occur in a vacuum.

- Using language that implies an expectation and a confidence that students will work effectively and achieve at a high level
- Praising efforts towards the production of quality work, and its achievement
- Providing support for students having difficulty on the basis that their work needs to improve to meet expectations
- Signalling clearly the standard to be achieved
- Not accepting work that is just 'good enough' and encouraging students to produce work at the standard they are capable of.

The teacher uses strategies to develop investigating and problem solving skills

This refers to higher order thinking skills that may be described in various ways, but encompass such things as interpretation, analysis, and application. It also refers to the development of knowledge of ways of reasoning with evidence, particular to the discipline area. These skills and knowledge are needed to successfully solve problems.

- Using higher order thinking tools when planning activities to allow for multiple entry points and to develop higher order thinking skills such as synthesis, evaluation etc.
- Providing students with questions or challenges as the impetus for learning and encouraging and supporting students to construct their own responses to such questions
- Explicitly supporting students to develop the language and other representational tools (such as graphs, diagrams, reporting templates) needed to conduct investigations.
- Clarifying the purpose and context of investigations and problems
- Setting learning challenges that require students to analyse, evaluate and create and that allow for student risk taking, decision-making and time-management
- Providing support and scaffolding for investigative or problem solving tasks through checklists, proforma, planning frameworks, teacher-student conferences, self-and peer assessment processes, etc.

The teacher uses technologies in ways that reflect professional and community practices

New technology challenges and changes the way we behave and learn in our contemporary society. Learners need to develop a mastery of contemporary skills and techniques and their application through new media and new technologies. When used in ways that reflect their contemporary use, learning technologies can provide powerful stimulus for students to operate autonomously and develop expertise. Learners use a range of learning technologies to create new knowledge and understandings.

- Developing students' capabilities with generic software such as spread sheets, design tools and communication technologies
- Using learning technologies to support quality learning behaviours such as exploration, or collaboration
- Using ICT to increase student choice and flexibility with respect to their learning
- Having students collect information by electronic means such as data probes, digital cameras, video recording, digital displays
- Having students use the internet for information searching and to communicate with special interest groups
- Encouraging students to present results and publish reports using a range of software

PROFESSIONAL PRACTICE

Professional Standard 4: Student Well-being - Create & maintain supportive and safe learning environments



What can you do in the classroom to demonstrate that you are achieving the standard?

- Know your students (medical conditions), establish a rapport and ensure you are operating a safe challenging environment
- Clear and consistent rules/expectations about what is expected from students/teachers
- Safe circle
- Restorative Practice
- Collaborative learning

LINKING IT TO PRINCIPLES of LEARNING & TEACHING

The teacher promotes a culture of value and respect for individuals and their communities

This is about creating an environment where students' comments are acknowledged, their different opinions are respected, cultural and other differences are accepted, and where students feel safe and valued.

- Accepting the opinions and values on which students' comments are based, and embracing differences rather than insisting that students conform
- Ensuring that all contributions to class or group discussion are listened to and accorded respect
- Establishing a climate where difference of perspective is welcomed and learnt from
- Establishing agreed rules of behaviour to provide a safe and productive environment

Each student experiences success through structured support, the valuing of effort, and recognition of their work

This involves teachers supporting students to achieve success as they move through the learning process. It is about recognising that all students have different abilities and acknowledging and valuing the effort each student puts into improving their work.

- Determining students' differing abilities and providing support when it is needed
- Acknowledging students' progress and scaffolding learning to maximise success
- Recognising and celebrating the achievements of all students
- Assessing student work against prior achievements rather than against other students' work
- Providing students with realistic but challenging goals and recognising the effort they put towards achieving these goals
- Acknowledging effort as well as ability, both publicly and in personal feedback

The teacher encourages and supports students to take responsibility for their learning

This involves structuring learning experiences and providing support and scaffolding to enable students to make choices and take responsibility for their learning. It also involves a focus on students understanding themselves as learners and is facilitated by clear, transparent, criteria-based and often, collaborative, assessment processes.

- Providing opportunities for students to make individual and collaborative decisions about how they will undertake learning tasks
- Encouraging students to set goals for their learning, to self-monitor their progress and, provide evidence to the teacher when they believe they have achieved their goals
- Establishing (perhaps in consultation with students) clear criteria or rubrics for assessment before "a piece of work" is begun
- Establishing what students know already and providing the opportunity for students to build on prior knowledge in manageable steps.

The teacher uses strategies that build skills required for productive collaboration

This involves students collaborating on meaningful tasks and responses to questions. While the teacher uses strategies (such as cooperative learning strategies and strategic selection of groups) to establish an atmosphere of cooperation and collaboration, the focus is on the meaningful learning. Students actively participate in the negotiation of roles, responsibilities and outcomes. Such collaboration may also involve a whole class focus on related projects, such as an environmental project or community survey.

- Arranging their classroom in such a way as to maximise engagement and interaction through collaborative discussion (eg. group tables)
- Regularly setting group tasks and establishing ground rules about how the groups will operate
- Explicitly teaching students to work as a team by assigning different roles within groups to make students responsible for particular aspects of tasks
- Assigning tasks that require the sharing of expertise and ensuring that student contributions are valued by other students.

PROFESSIONAL PRACTICE

Professional Standard 5: Assessment - Assess, provide feedback and report on student learning

Developing assessment activities and practices

To be able to reflect on the effectiveness of your practice you need to be able to assess the learning of your students

Assessing the learning of your students

- Assess student work samples against the learning outcomes this could include work that your students produced that shows the level of learning at the beginning/during and at the end. The VSL student passport is a great place to show the students development throughout the semester
- It is good to show a different learning activities and includes more than one method of assessment

Your assessment of learning should include both formative and summative assessment strategies and activities.

Formative Assessment: (for learning and as learning)

- Often classroom based
- Allows you to monitor the progress of your students as they engage in the content of the lesson
- Provides the basis for feedback that assists students to develop their learning to reach the learning outcome.
Strategies to achieve this:
 - Student observation and questioning
 - Specific activities such as multiple choice tests, problem solving to determine understanding
- Your feedback on their understanding may be verbal or written
- Enables you to evaluate the effectiveness of your lesson

Summative Assessment (of learning)

- Usually related to a finished product or a culmination of learning to reach all identified learning outcomes
- It is where you make a judgement about achievement of the learning outcomes based on the work a student produces
- Often conveyed to students through a formal reporting process



What can you do in the classroom to demonstrate that you are achieving the standard?

- Student Passports (F-2, 3-6, 7-10)
- Rubrics
- Class observations
- Oral/written tests/assessment tasks
- VCE Interim report – Term 1
- Informing day school re international students attendance

LINKING IT TO PRINCIPLES of LEARNING & TEACHING

Assessment practices reflect the full range of learning program objectives

This involves teachers designing assessment tasks that require students to demonstrate knowledge and skills at many levels including lower order processes such as basic comprehension and higher order processes such as synthesis and evaluation. It involves the assessment of a variety of forms of knowledge and practice such as reasoning skills, values and orientations.

- Using a variety of methods to assess student understandings at various points in a unit, including open ended

questioning, checklists, project work, problems, practical reports, role plays

- Assessing a range of types of understanding and practice, including knowledge of processes, conceptual ideas, the way the learning is used and practiced and different aspects of practice such as fluency, accuracy and capacity to innovate
- Ensuring assessment incorporates a range of levels of thinking (comprehension, analysis)
- Monitoring student perceptions and attitudes as well as knowledge and skills
- Using a variety of reporting modes for assessment, including project reports using posters, multimedia, or student presentations, end of unit tests, reports of investigations and responses to set problems.

The teacher ensures that students receive frequent constructive feedback that supports further learning

Appropriate feedback has been found to be critically important in improving student outcomes. Feedback by its nature should be aimed at supporting the learning process, should be ongoing and timely, and provide advice on ways forward for students. Feedback can be provided by other students, or through community engagement.

- Providing feedback on tasks that challenges students to review, reflect on, and refine their understandings at various points in a learning sequence
- Giving timely feedback, acknowledging areas well handled and suggesting areas for improvement
- Structuring feedback to support further learning
- Organising for feedback from a variety of audiences.

The teacher makes assessment criteria explicit

This involves the encouraging the development of shared understanding of the assessment tasks.

- Providing an explicit list of learning outcomes at the outset of a unit of work
- Providing the criteria for assessing each outcome prior to students undertaking each assessment task
- Leading discussions with students in which the criteria appropriate for different levels of performance on tasks are generated and clarified
- Providing feedback to students concerning their performance in relation to explicit criteria.

Assessment practices encourage reflection and self-assessment

This involves the active involvement of students in the assessment process.

- Providing assessment instruments for self and peer monitoring
- Discussing the learning process explicitly with students
- Providing tools that make explicit for students their understandings
- Providing opportunities to review prior ideas and compare them with current understandings.

The teacher uses evidence from assessment to inform planning and teaching

This requires the use of formative assessment to provide information for the teacher to adjust tasks and strategies to ensure that the teaching and learning program is responsive to student learning needs and builds on prior knowledge and skills. Teaching sequences and teaching strategies need to be sufficiently flexible to respond to information coming from both informal and formal assessment.

- Using a variety of methods to assess student understandings, at various points in a unit, including open ended questioning, checklists, project work, problems, practical reports, role plays
- Strategically monitoring student understandings by circulating during practical or project work and discussing this with individuals
- Probing student understandings and perspectives early in a learning sequence to help plan subsequent teaching sessions
- Reviewing understandings from previous teaching sessions before proceeding with work
- Monitoring constantly and strategically to determine how best to respond to the class.
- A Language teacher, while marking students' work, discovers that most students haven't quite grasped the use of a particular sentence structure. He revises the teaching plan to incorporate more activities that would help to reinforce the structure.

PROFESSIONAL ENGAGEMENT (THE TEACHER)

Professional Standard 6: Personal Evaluation and Reflection - Engage in professional learning

What can you do in the classroom to demonstrate that you are achieving the standard?

- Discussing what you do in the classroom with colleagues – faculty/year level/centre based
- Evaluating the effectiveness of your practice
- Understanding the learning your students achieved during the unit/semester assists you to evaluate the effectiveness of your teaching practice
- Did your students achieve the expected learning outcomes and how has their level of learning increased? What will you do next to continue to support the learning of your students?
- If there was little impact on student learning, what has that told you about your practice and what might you try next?
- What aspects of your own learning will you apply to other teaching situations in the future? How will you continue to develop your knowledge and practice?



What can you do to demonstrate that you are achieving the standard?

- Participation in language inter faculty meeting
- Participation in network meetings
- Festivals (community)
- Network community leaders
- Attending Professional Development Activities
- Professional Feedback formal/informal

Engage in professional learning

- Identify and plan professional learning needs
- Engage in professional learning and improving practice
- Engage with colleagues and improve practice
- Apply professional learning and improve student learning

Evidence – Teacher:

- Uses advice from colleagues to identify and plan for professional learning needs
- Participates in learning to update knowledge and practice targeted to professional needs and school priorities
- Contributes to faculty discussion and applies feedback from colleagues to improve knowledge and practice
- Undertakes professional learning programs designed to address identified student needs

PROFESSIONAL ENGAGEMENT (THE TEACHER)

Professional Standard 7: Community involvement - Engage professionally with colleagues, parents/carers and the community

What can you do in the classroom to demonstrate that you are achieving the standard?

- Engage professionally with colleagues, parent/carers and the community
- Meet professional and ethical responsibilities – duty of care, staff contract, Ministerial Order for teachers, VIT professional standards
- Comply with legislative, administrative and organizational requirements
- Engage with parents and carers
- Engage with professional/teachers networks and communities
- Meet code of ethics & conduct as required by DET, VIT and VSL
- Understand implication of and comply with administration, organisation, professional requirements, policies and processes



What can you do to demonstrate that you are achieving the standard?

- Seeking parent feedback and involvement (Survey)
- Organising End of Year celebrations and performances – inviting the community
- Celebrating top scorers and achievement
- Involvement of students in language and cultural competitions
- Excursions

LINKING IT TO PRINCIPLES of LEARNING & TEACHING

The teacher plans for students to interact with local and broader communities

This emphasises the importance of the connectedness of schools to the community and society more generally. 'Communities' would include the parent community of the school and the school community in general, local communities, which might provide speakers or be the target of community environmental or aesthetic projects, through to national, international and interest based communities accessed through the internet, guest speakers and other forums.

- Linking the classroom with the community by arranging incursions or excursions to a variety of venues, including studies of the local environment, surveys in the local community and local industry visits.
- Basing sequences of work around local or global community projects, such as environmental maintenance or studies of local industries or social groups
- Using parents with special expertise to provide input or support in a topic
- Arranging links and collaboration with other schools and classrooms or professional institutions, through the internet

Victorian Curriculum

F-10

Victorian Curriculum F-10

<http://victoriancurriculum.vcaa.vic.edu.au/>

Overview

The overview contains a brief introduction to the concept of a continuum, structure, and other high-level information.

About

The Victorian Curriculum F-10 sets out the content and comprehensive set of content descriptions and achievement standards for each band to form a coherent and rigorous learning achievement path for every student.

The Victorian Curriculum F-10 incorporates and reflects most of the Australian Curriculum F-10, but differs in some important aspects, most notably the representation of the curriculum as a continuum of learning and the structure of the Victorian Curriculum F-10 as a single and resource for the entire representation of the Victorian Curriculum.

Curriculum areas

Each learning area and capability includes an **Introduction** and the **Curriculum**. Understanding each learning area and capability is essential, and the **Rationale** and **Aims, Structure and Learning** in ... sections of the **Introduction** need to be **read at least once**, (via **Navigation** and **Terminology** tab)

Scope and Sequence charts allow teachers to see the progression in the continuum and this assists in planning. They're designed to be printed A3.

Introduction

The introduction includes material that will assist teachers to understand the specific purpose and features of the curriculum, and to locate additional documentation. It includes:

- Rationale and Aims
- Level-based descriptions

Navigating the curriculum website

Once you are familiar with the **Introduction**, select **Curriculum**. It is worth exploring the **Filter**, **View** and **Show** functions to display the curriculum in the most useful way. For example whether you want to look closely at the elaborations, or understand the progression across levels or bands within a particular strand.

Watch these short **videos** showing new users how to navigate and use the functions of the Victorian Curriculum F-10 website .

This website also includes companion documents for **Learning about World Views** and **Religions** and mapping for the **cross curriculum priorities**.

Show

Level descriptions | Achievement standards

QUICK GUIDE

F-10 Resources and Support

<http://www.vcaa.vic.edu.au/Pages/foundation10/f10index.aspx>

VCAA website

F-10 resources and support is a sub-section of the main VCAA website containing general advice and curriculum-specific advice. This is a great page to bookmark.

Curriculum area advice

Introducing the curriculum

Mathematics in the Victorian Curriculum is substantially the same as AUSVELS. A small number of new content descriptions and elaborations have been developed, and a small number of existing content descriptions and elaborations revised, to enhance the coherence, consistency and competencies of the curriculum.

General advice

Curriculum planning and reporting guidelines
The Revised Curriculum Planning and Reporting Guidelines provide advice on the effective use of the curriculum to develop whole-school teaching and learning plans and to report student learning achievement.

Whole school planning and Curriculum Area mapping templates

A range of whole school planning sample templates have been developed to support schools to document a high-level summary of the coverage of all the curriculum areas delivered through the teaching and learning program that reflects local priorities. Curriculum area specific documents are available support teachers to identify where content descriptions and achievement standards are being explicitly addressed within the school's teaching and learning program. Start with these instructions before getting the templates for each learning area and capability from the curriculum-specific advice pages.

Subscribe

Stay up to date with professional learning opportunities and curriculum resource developments by subscribing to the **F-10 Curriculum Update** and the **VCAA Bulletin**.

Curriculum specific advice

Each learning area and capability has a web page for resources located under curriculum-specific advice.

Teaching resources

Introducing the curriculum

Mathematics in the Victorian Curriculum is substantially the same as AUSVELS. A small number of new content descriptions and elaborations have been developed, and a small number of existing content descriptions and elaborations revised, to enhance the coherence, consistency and competencies of the curriculum.

The **Introducing the curriculum** section has a high-level statement addressing continuity with previous curriculum, but also highlighting new features. A PowerPoint presentation of key messages is available for each learning area and capability.

You will also find links to the curriculum mapping templates, external links, FAQs and the contact details for the curriculum manager responsible for each learning area and capability.

*Please note the VCAA is developing and publishing additional resources for the curriculum-specific advice pages as they become available.

Curriculum Planning Resource

<http://curriculumplanning.vcaa.vic.edu.au/home>

School leadership team and teacher support

Curriculum defines what it is that students will have the opportunity to learn as a result of their schooling. The school's teaching and learning program is the school-based plan for delivering this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts.

The curriculum planning portal offers school leadership a range of resources to support planning and documenting a comprehensive whole-school plan.

By Curriculum Area

Documenting a teaching and learning program

There are four layers of documentation:

- **By School**
- **By Curriculum Area**
- **By Year Level**
- **By Unit/Lessons**

Documenting a teaching and learning program

There are four layers of documentation:

- **By School**
- **By Curriculum Area**
- **By Year Level**
- **By Unit/Lessons**

Schools can use the self-assessment tool to review the four layers of the whole-school plan and identify any areas that require further improvement.

Hints and Tips

The **Hints** and **Tips** are really useful if you're looking for advice, such as **where** to start, guidance on time allocation or additional information on the **relationships** between the four layers of documentation.

By Curriculum Area

Examples of whole-school curriculum plans

Examples

The intent of the **examples** is to facilitate school discussion, to provide a mechanism to ensure coverage, and to ensure that planning is an open and shared responsibility.

* Please note that current examples are based on AusVELS but are published in a format that enables schools to modify them to suit their teaching and learning plan.

By Curriculum Area

Examples of whole-school curriculum plans

VICTORIAN CURRICULUM F-10 SUMMARY

- The Victorian Curriculum is structured by levels of learning achievement, not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is planned in relation to the actual learning level of each student rather than their assumed level of learning.
- The Victorian Curriculum includes four capabilities against which teachers will be expected to report student learning: critical and creative thinking; personal and social; intercultural; and ethical. The Victorian Curriculum design represents the capabilities as sets of knowledge and skills that can and often should be taught through the disciplines but are not fully defined by any of the disciplines. These capabilities enable students to develop the values, dispositions and self-efficacy often associated with ‘21st-century skills’. In the Victorian Curriculum, these capabilities include standards that enable teachers to monitor and report on student progress.
- The Australian Curriculum did not include a language specific curriculum for every language taught in Victorian schools. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards. The VCAA has developed a curriculum for Roman and Non-Roman Alphabet languages which will allow any world language to be offered by a Victorian school. Currently more than 45 languages are taught in Victorian schools. The Victorian Curriculum: Languages which is based on the Australian Curriculum provides language specific curriculums focusing on the distinctive nature of languages and the communities who use them. Each language has its own curriculum content and achievement standards. The language specific curriculums are still being developed and released progressively.

LANGUAGE CATEGORIES

- The languages included in the Victorian Curriculum F–10 are grouped into five categories – see table below.
- The Victorian Curriculum and Assessment Authority has developed a curriculum for Roman and Non-Roman Alphabet languages which will allow any world language to be offered by a Victorian school.

Language Categories	Description	Specific Languages
Roman Alphabet Languages	These are languages whose writing system, or means of being visually recorded, is Roman alphabetic, and whose reading demands on learners are similar to those of English.	<ul style="list-style-type: none"> • French • German • Indonesian • Italian • Spanish • Turkish • Vietnamese • Roman Alphabet Languages
Non-Roman Alphabet Languages	These are languages whose writing system is alphabetic but non-Roman, and for which a learner needs to acquire a new alphabet.	<ul style="list-style-type: none"> • Arabic • Greek • Hindi • Korean • Non-Roman Alphabet Languages
Character Languages	These are languages whose writing system is either syllabic, ideographic, or a combination of syllables and ideograms, involving different reading processes from alphabet reading, and the learning of the new script.	<ul style="list-style-type: none"> • Chinese • Japanese
Classical Languages	These are ancient languages which are no longer used as a means of everyday communication by a contemporary community.	<ul style="list-style-type: none"> • Classical Greek • Latin

STRUCTURE

Sequences of learning

The curriculum takes account of different entry points into language learning across F–10, which reflects current practice in language teaching.

There are two possible learning sequences:

- **F–10 sequence** for students who begin to learn the language in primary school and continue to Year 10.
- **7–10 sequence** for students who begin to learn the language in Year 7.

Pathways

For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: *second language learners*, *background language learners* and *first language learners*.

STRANDS AND SUB-STRANDS

The content descriptions of the Languages curriculum F–10 is organised through two interrelated strands.

The two strands are:

- **Communicating:** using language for communicative purposes in interpreting, creating and exchanging meaning
- **Understanding:** analysing language and culture as a resource for interpreting and creating meaning

Each strand contains several sub-strands.

The strands reflect three important aspects of language learning:

- communication
- analysis of aspects of language and culture
- reflection that involves:
 - ~ reflection on the experience of communicating
 - ~ reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

RELATIONSHIP BETWEEN STRANDS AND SUB-STRANDS

The following table provides a brief description of each of the strands and sub-strands.

Strand	Communicating	Understanding
	Using language for communicative purposes in interpreting, creating and exchanging meaning.	Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.
Sub-strands	Socialising Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings, and participating in planning, negotiating, deciding and taking action.	Systems of language Understanding language as a system that includes sound, writing, grammatical and textual conventions.
	Informing Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts, developing and applying knowledge.	Language variation and change Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	Creating Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.	The role of language and culture Analysing and understanding the role of language and culture in the exchange of meaning.
	Translating Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	
	Reflecting Participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity.	

NAVIGATION

Each learning area and capability includes an Introduction and the Curriculum.

Introduction	Curriculum
The introduction includes material that will assist teachers to understand the specific purpose and features of the curriculum, and to locate additional documentation. It includes: <ul style="list-style-type: none"> • Rationale and Aims • Structure • Learning in (the specific curriculum) • Scope and Sequence • Glossary 	The curriculum sets out the learning continuum and offers a range of viewing options. This is done by selecting a 'view mode' or a level/band within the curriculum area. It includes: <ul style="list-style-type: none"> • Level/band descriptions • Content descriptions organised by strands • Achievement standards

LEVEL/BAND DESCRIPTION

Definition: The band descriptions provide a general description of language learning that is typical at particular year levels along the F–10 continuum. They have been developed to correspond to learning in the following bands: Foundation – Year 2, Years 3–4, Years 5–6, Years 7–8 and Years 9–10. Each band description includes discussion of: /

- the nature of the learner
- language learning and use
- contexts of interaction
- texts and resources
- features of target language use
- level of support
- the role of English

Example: Foundation to Level 2 Description Italian: F-10 Sequence / Foundation to Level 2 / Communicating / Socialising

Students focus on the sounds of the alphabet, in particular the vowel sounds, and ‘c’ (*ciao*) and ‘ch’ (*Chi?*), and on intonation patterns and the use of accents. Students are also introduced to nouns and pronouns. They learn simple sentence structure using subject–verb–object order as well as how to form questions. They explore the idea of masculine and feminine gender, how to use singular and plural forms, the negative form *non* and the placement of adjectives.

Students use Italian for social interactions. The focus is on listening to the sounds, shapes and patterns of Italian through activities. Repetition and recycling help students to identify frequently used words and simple phrases, and to recognise the purpose and intention of simple texts. They identify and use Italian non-verbal communication strategies and experiment with formulaic expressions and one or two-word responses to prompts and cues. Students begin to notice that language use is different in different situations and that Italian speakers communicate in some ways that are different from their own. Students notice that they are part of a connected world which includes many languages and cultures, and they become aware of themselves as communicators in particular cultural contexts and communities.

CONTENT DESCRIPTION

Definition: (The content of learning in each language in the Victorian Curriculum: Languages is described through a set of content descriptions for each band. These are intended to describe the knowledge, understanding, skills, concepts, processes and text types that teachers are expected to teach and students are expected to develop at that band level. Content descriptions specify content to be taught in a holistic and integrated way. They do not provide prescriptive directions for teaching)

Example:

Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play

ELABORATIONS

Definition: Content elaborations provide elaborations of aspects of each content description: illustrations, descriptions or examples to indicate possibilities for teaching. They are intended as complementary support material. They are neither comprehensive nor prescriptive.

Content elaborations may include:

- contexts of language use
- further detail on dimensions of the content description
- aspects of relevant linguistic and cultural knowledge
- key language
- possible tasks and experiences
- connections across concepts.

Example: Italian: F-10 Sequence / Foundation to Level 2 / Communicating / Socialising

1. using simple greetings relevant to the time of day, the celebration or event, and their relationship to the person, for example, *Ciao! Buongiorno! Arrivederci! Tanti auguri! Buona Pasqua. Buon Natale*
2. introducing themselves, for example, *Come ti chiami? Mi chiamo ..., e tu? Quanti anni hai? Ho sette anni, e tu? Come stai?*
3. naming family members and friends, for example, *mio fratello Carlo; il papà Tom*
4. understanding single words and simple phrases, and indicating comprehension through actions such as pointing to an object, selecting a picture card or flashcard to demonstrate the phrase heard, and matching games in digital form, for example, personal objects: *la cartella, la bambola, la palla*; school objects: *il quaderno, la matita, i colori, il banco*; toys and games: *il treno, la bicicletta*
5. indicating possession (as set phrases), for example, *la mia penna, il mio cane, il mio papà, la mia mamma*
6. answering simple questions with short spoken and written responses and using flashcards, word lists, posters, photos and multimedia slides, for example, *Quanti anni hai? Hai un animale?*
7. talking about and describing people and belongings, using familiar formulaic expressions, for example, *Questo/a è. Ecco il mio pallone*
8. talking about simple actions in the present tense, for example, *Gioco a football, Mangio la pizza*
9. using formulaic phrases, for example, *Grazie! Prego. Scusa. Per favore. Bene. Molto bene. Perché? Buon appetito!*
10. expressing satisfaction/dissatisfaction, for example, *Sì; no; mi piace; non mi piace*
11. copying words and reading them aloud, matching pictures and words, or choosing from sentences provided to express ideas, for example, *È Marco. È grande. È bravo*
12. imitating Italian speech, using Italian patterns of intonation, pronunciation and stress, and incorporating appropriate gestures and body language

ACHIEVEMENT STANDARDS (DEFINITION)

- The achievement standards describe what students are typically able to understand and do. Achievement standards will describe the learning (understanding and skills) expected of students at each year level from F-10.
- Achievement standards are language-specific and pathway-specific. The achievement standards for the end of Year 8 and the end of Year 10 in the Foundation – Year 10 sequence are not equivalent to the achievement standards at the end of Year 8 and the end of Year 10 in the Years 7–10 (Year 7 Entry) sequence
- It is recognised that student achievement differs according to the specific language, and the particular pathway and entry point to language learning. Language-specific exemplification is used to capture the expected level of performance in language use and understanding.
- Across F–10 the set of achievement standards describe a broad sequence of expected learning. The sequence of achievement standards provides teachers with a framework of growth and development in a curriculum area. This will assist teachers to plan and monitor learning, and to make judgments about student achievement.
- Achievement standards can support formative and summative assessment practices and aid consistency of assessment and reporting across states and territories. For each subject the achievement standards will be accompanied by portfolios of annotated work samples that illustrate the expected learning.

Example: Italian: F-10 Sequence / Foundation to Level 2 / Communicating / Socialising

Foundation to Level 2 Achievement Standard

- By the end of Level 2, students use Italian to communicate with their teacher and peers through action-related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They imitate without always comprehending. They respond to familiar games and routines such as questions about self and family (for example, *Come ti chiami? Dove abiti?*), and choose among options, for example, in response to questions such as *Vuoi il gelato o la caramella?* They produce learnt sounds and formulaic expressions (for example, *È bello! Non mi piace*), or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea. They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and ‘c’ and ‘ch’ pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They rely on extensive paralinguistic and contextual support such as pictures, gestures and props. They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, rearranging sentence patterns such as *Ho sei anni. Sono bravo. Il gelato è buono.*
- Students recognise that Italian is the national language of Italy. They understand that the Italian alphabet has 21 letters. They are aware that simple sentences follow a pattern, and that nouns require an article and are gendered either masculine or feminine. They understand that there are different ways of addressing friends, family and teachers/other adults. They begin to notice patterns in Italian words and phrases and make comparisons between Italian and English. They are aware of word borrowings and recognise that Italian words and expressions are often used in various English-speaking contexts. They make observations about similarities and differences in the cultural practices of Italians and Australians. They understand that they have their own language(s) and culture(s), and that they are also learners of Italian language and culture.

Planning a F-10 Language Course

Explicit Instructional Model

PHASE OF LESSON		ESSENTIAL ELEMENTS	PLAN
BEGINNING OF LESSON	<p>The HOOK – Grab students attention and put them in a receptive frame of mind</p> <p>1-5 minutes</p>	<ul style="list-style-type: none"> • Stimulate interest and curiosity, e.g. through use of visuals • Present a purpose for learning • Connect learning to real world experiences • Foster positive relations with and between students 	How will you “HOOK” the students into the lesson?
	<p>LEARNING INTENTIONS - Make the LEARNING INTENTIONS and SUCCESS CRITERIA clear to students</p> <p>2-5 minutes</p>	<ul style="list-style-type: none"> • Use student friendly language • Establish learning goals and write them on board or displays on screen • Make assessment and performance requirements clear (“At the end of this lesson you will know/be able to do/have done....”) • Show examples or models of EXPECTED student performance (e.g. excellent sample of work from previous year level etc) 	What are your learning intentions and success criteria, in student friendly language?
	<p>ACTIVATE/REVIEW – Activate prior knowledge and review relevant prior learning</p> <p>5-10 minutes</p>	<ul style="list-style-type: none"> • Opportunities for students to demonstrate their current level of understanding through verbal and non-verbal means • Review/connects to prior learning • Use questioning techniques • Brainstorming • Key words elicited/taught/displayed 	How will you activate prior knowledge and review relevant prior learning?
PRESENTATION	<p>TEACHER INPUT – Explicitly teach the CONCEPT.</p>	<ul style="list-style-type: none"> • Provide clear explanation, definition or rule (short, sharp and shiny!) • Provide examples and non-examples • Uses students’ previous experiences as basis for explaining concepts • Information presented visually, and/or concrete examples • Concept represented in multiple ways • Explicit teaching of vocabulary OR quick review of relevant vocabulary previously taught 	How will you teach the concept?
	<p>TEACHER INPUT – Explicitly teach and model the SKILL.</p>	<ul style="list-style-type: none"> • Steps provided as a scaffold • Examples provided • Information presented visually • Teacher inner thought processes revealed to students through modelling • Modelling short and purposeful 	How will you teach the skill? What are the steps?
	<p>CHECK FOR UNDERSTANDING – Monitor whether students have “got it” before proceeding. If students have not understood, the concept or skill should be re-taught before guided practice begins.</p>	<ul style="list-style-type: none"> • Well-distributed questioning/ checking for understanding • Wait time • Higher level questions • Asks for justification (evidence) and clarification from students • Adjustments made due to feedback if needed • Challenge misconceptions • Have students paraphrase and summarise 	How will you check for understanding?
GUIDED PRACTICE	<p>DEVELOPMENT AND ENGAGEMENT – Develop student understanding of the concept or skill through activities or exercises.</p>	<ul style="list-style-type: none"> • Tasks, activities or exercises provide well scaffolded opportunity for students to apply the knowledge or skill • Clear instructions, clear time frame and clear expectations • Range of tasks that appeal to different learning styles and ability levels (rotating tasks at times) • Effective use of eLearning tools and programs 	What activities or tasks will you get students to undertake?
	<p>FEEDBACK AND INDIVIDUAL SUPPORT – Move around the room to determine the level of mastery and to provide feedback and individual support as needed.</p>	<ul style="list-style-type: none"> • Teacher identifies students needing additional support/guided practice • Teacher moves around the room • Teacher provides comments/written feedback on work 	Which students do you anticipate will need additional support and how will you provide this?
INDEPENDENT PRACTICE	<p>APPLICATION– Get students to apply the concept or skill in different contexts.</p>	<ul style="list-style-type: none"> • May happen within the same lesson, or in future lesson • Must occur on a repeating schedule so that the learning is not forgotten • May be homework, or individual or group work in class • Teacher makes connections – explains how this knowledge/skill can be applied/transferred to other learning contexts 	What independent practice will students undertake?
REVIEW	<p>REVIEW – Bring the lesson presentation to an appropriate conclusion by reviewing and clarifying the key points and tying them together into a coherent whole.</p>	<ul style="list-style-type: none"> • Reinforce major points of lesson • Students give feedback on what and how they’ve learned 	How will you review the lesson?

Explicit Instructional Lesson plan Template

THEME: _____

TOPIC: _____

PHASE OF LESSON	ACTIVITY
<p><u>BEGINNING OF LESSON</u></p> <p>The HOOK- Grab students attention and put them in a receptive frame of mind</p> <p>1-5 minutes</p>	
<p>LEARNING INTENTIONS- Make the LEARNING INTENTIONS and SUCCESS CRITERIA clear to students</p> <p>2-5 minutes</p>	
<p>ACTIVATE/ REVIEW- Activate prior knowledge and review relevant prior learning</p> <p>5-10 minutes</p>	
<p><u>PRESENTATION</u></p> <p>TEACHER INPUT- Explicitly teach the CONCEPT</p>	
<p>TEACHER INPUT- Explicitly teach the model and SKILL</p>	

PHASE OF LESSON	ACTIVITY
<p>CHECK FOR UNDERSTANDING- Monitor whether students have “got it” before proceeding. If students have not understood, the concept or skill should be re-taught before guided practice begins.</p>	
<p><u>GUIDED PRACTICE</u></p> <p>DEVELOPMENT AND ENGAGEMENT- Develop student understanding of the concept or skill through activities or exercises</p>	
<p>FEEDBACK AND INDIVIDUAL SUPPORT- Move around the room to determine the level of mastery and to provide feedback and individual support as needed.</p>	
<p><u>INDEPENDENT PRACTICE</u></p> <p>APPLICATION- Get students to apply the concept or skill in different contexts</p>	
<p><u>REVIEW</u></p> <p>REVIEW- Bring the lesson presentation to an appropriate conclusion by reviewing and clarifying the key points and tying them together into a coherent whole.</p>	

Learning Intentions

‘A learning intention describes what pupils should know, understand or be able to do by the end of the lesson or series of lessons.’ (Learning Unlimited, 2004)

The learning intention is expressed in terms of knowledge, understanding and skills and links directly with the curriculum.

Learning intentions are effective when we:

- Start small
- Separate learning intention from the activity instructions
- Are explicit with our learning intentions:
 - Made visible – written on board
 - Verbalised clearly
- Tell pupils why they are learning it
- Use student friendly language
- Allow time for discussion
- Revisit learning intentions throughout the lesson’
- Provide clear **Success Criteria**

The design of learning intentions starts with the answers to these questions:

- What do I want students to know?
- What do I want students to understand?
- What did I want students to be able to do?

Knowledge	Understanding	Skills
Learning intentions that focus on knowledge	Learning intentions that focus on understanding	Learning intentions that focus on skills
<p>Thinking about the different kinds of knowledge, and being specific about the kind of knowledge that is required in a particular situation, will help teachers design their learning intentions</p> <p>They consider, for instance ,</p> <ul style="list-style-type: none"> • Knowledge about a particular topic • Knowledge of how something is done, of the steps involved in producing something • Knowledge of why something happens • Knowledge of what causes something to happen 	<p>Understanding builds on knowledge and requires some kind of processing. For instance, a student might be able to list the causes of an historical event- thereby showing knowledge of them-but understanding requires analysis and perhaps interpretation.</p> <p>Understanding, then is of a higher cognitive order than knowledge and, in designing learning intentions, teachers ensure that students are exposed to learning which makes those higher demands as well as demands of a lesser nature.</p> <ul style="list-style-type: none"> • Understand the causes of an historical event • Understand how persuasive language can position the reader to agree with the author • Understand how the internet can be used for research purposes 	<p>Learning intention that focus on skills always start with the words ‘to be able to’ followed by a verb.</p> <p>For example:</p> <ul style="list-style-type: none"> • To be able to write a recount • To be able to solve a problem using more than one strategy • To be able to work as part of a team • To be able to identify persuasive strategies used by the author or an argument <p>Often learning intentions that focus on skills will also imply the acquisition of certain knowledge or understandings. For instance, to be able to write a recount, students must have a knowledge of the structures and features of a recount</p>

Learning Intentions & Success Criteria

Why Learning Intentions and Success Criteria?

- Ensure all students know what they are going to learn and where they are heading.
- Provide guidance to teachers on what their chosen teaching and learning activities are seeking to achieve.
- Provide the basis for feedback and reduce discrepancies between current student understanding and intended learning.
- Assist students and teachers in tracking and assessing student progress.
- Help teachers to understand the impact of their teaching and learning activities, and when they may need to adapt or change these.
- Help students understand what improved performance looks like.

Learning Intentions are most effective when:

- they provide students with appropriate challenge
- they are matched to teaching and learning activities and assessment tasks
- students share a commitment to achieving them, as they are then more likely to seek feedback
- they are generalisable to allow effective transfer of learnt skills to different contexts.

Success Criteria are most effective when:

- they are clear and specific to avoid ambiguity. If too general they risk becoming meaningless, providing little guidance to students
- exemplary samples of work are also provided to help clarify and communicate what quality looks like

Practical Techniques

- **Rubrics** are guidelines for measuring achievement that state the learning intentions with clear performance criteria, a rating scale and a checklist. Ideally, they are relevant to multiple tasks over a unit of learning.
- **What A Good One Looks Like** is a collection of work samples, usually on a wall inside the classroom, where teachers share exemplary work. Students are encouraged to refer to the work samples while assessing their own or their peers' work.
- **Work samples** can be provided to students at different levels of quality to prompt a discussion on success criteria and strengths and weaknesses of the work.
- **A bump it up wall** involves teachers sharing annotated work samples at different levels of quality on the wall in the classroom. The work samples are often rated against rubrics and annotated. Students are asked to review their work against the samples to self-assess their performance and to determine how they might improve the quality of their work before sharing it with the teacher.
- **Student-designed assessment** involves students designing test items for a topic they have learnt with the correct answers. This offers an opportunity for students to clarify, share and understand learning intentions, and provides feedback to teachers on students' understanding.

Things to consider:

- To avoid simplistic and rigid implementation of learning intentions, it is important to ensure that they are referenced throughout the lesson and not shared only at the beginning of lessons.
- In lessons where students are expected to come up with different answers and apply different strategies, it might be more valuable *not* to share learning intentions as there can be a range of equally acceptable goals, rather than a single goal for the whole class.

Learning Intentions Activity

Lesson Template

<p>What do I want my students to learn? (What is the learning intention?)</p> <p>Express as knowledge, skills and understanding.</p>	
<p>How will I – and they – know that they have met the learning intention?</p>	
<p>What classroom activities will help my students to meet the learning intention?</p>	
<p>How can I build in opportunities for the students to receive feedback about their progress towards the learning intention/s?</p>	
<p>What opportunities can I provide for them to evaluate their own progress and act on feedback?</p>	

Differentiating Learning

Differentiation refers to the responses that teachers make to learners' needs.

Classroom Elements

Content	Process	Product	Learning Environment
Content can be differentiated according to readiness and/or interests and/or learning profile	Content can be differentiated according to readiness and/or interests and/or learning profile	Content can be differentiated according to readiness and/or interests and/or learning profile	Content can be differentiated according to readiness and/or interests and/or learning profile

There are four types of classroom elements. These include content process product and learning environment which can all be differentiated by teachers according to the readiness and interests and learning profile of students

Readiness	Interests	Learning profile
Student Characteristics		

Teachers are 'differentiating' when they:

- provide several learning options or different paths to learning, to help students take in information and make sense of concepts and skills
- provide appropriate levels of challenge for all students including those who are behind, those in the middle and those who are advanced.

Effective differentiation doesn't provide excuses or easy ways out, for example, teachers are not differentiating when they 'water down' the curriculum for students.

Teachers can differentiate through a range of instructional and management strategies. This includes classroom elements (content, process, product and learning environment) in relation to student needs (readiness, interest and learning profile).

Key principles

There are a number of guiding principles that reflect effective practice in a differentiated classroom, including flexibility, respect and collaboration. The key principles are:

- A differentiated classroom is flexible: teachers and students understand that there are many classroom elements that can be used as tools to promote individual and whole-class success, such as:
 - time
 - materials
 - modes of teaching
 - ways of grouping students
 - ways of expressing learning
 - ways of assessing learning.
- Assessment and instruction are inseparable: the teacher views everything that a student says or does as useful information to understand the learner and craft their effective instruction for that learner (differentiation of instruction stems from effective and ongoing assessment of learner needs).
- All students participate in 'respectful' work: each student needs to be involved in challenging tasks that are equally interesting and engaging, to offer equal access to essential understanding and skills.
- Students and teachers are collaborators in learning: the teacher studies their students to ascertain what works and what doesn't work for them, and continually involves students in decision-making about the classroom (as a result students become more independent learners).
- The teacher uses flexible grouping options: they plan student working arrangements that vary widely and purposefully often over relatively short periods of time, for example whole-class, small group and one-on-one arrangements are used (the flexible grouping of students helps ensure access to a wide variety of learning opportunities and working arrangements).
- The teacher focuses on the essentials: they provide clarity about what is essential for students to know, understand and do.
- The teacher modifies content, process and products: they find key opportunities to meet learners where they are 'at' in order to propel them forward in knowledge, understanding and skill.

Note: it is not necessary to differentiate everything all of the time.

A flexible classroom

Flexibility is at the heart of differentiation and the teacher is continually looking for ways to modify classroom elements to make learning as effective as possible for the greatest number of students.

Those elements may include time, space, groupings, materials, modes of presentation, modes of investigation, resources and instructional strategies.

Flexibility involves the teacher searching for solutions to the inevitable problems and tensions that arise when teaching complex content to a variety of students.

Assessment and instruction are inseparable

- Student differences are expected, appreciated and studied as a basis for instructional planning.
- The teacher knows what to do next when they recognise where students are in relation to the learning intentions/goals.
- The teacher is primed to teach more effectively if they are aware of the students' needs and interests.
- Pre-assessment informs the teacher of the student status (knowledge and skill) in relation to upcoming learning intentions/goals, student interests and the students' preferred ways of learning.
- On-going assessment (assessment for and as learning) throughout the lesson sequence/unit sharpens the teacher's sense of what is working and what is not yet working for all the students in the class. It enables the teacher to continue working with students in ways that target their particular strengths and needs in light of important learning intentions/goals.
- Summative assessment (assessment of learning) should be designed to maximise student opportunity to demonstrate what they have come to know, understand and be able to do as a result of the lesson sequence/unit. It can also 'feed forward' to the next lesson sequence/unit so that the teacher is continuously gathering data on student growth and refining instructional plans based on the data.

All students participate in respectful work

- The teacher's goal is that each student finds their work challenging and interesting, and grapples squarely with the knowledge and skills which give them the power to understand, apply and progress to the next learning stage, most of the time.
- Differentiation does not presume different tasks for each student, but rather just enough flexibility in task complexity, working arrangements and modes of learning expression that varied students find learning a good fit much of the time.

Students and teachers are collaborators in learning

- Students need guidance in becoming self-guided learners.
- Classrooms are more effective and inviting when responsibility for their operation is shared by all members of the learning community.
- Students hold pivotal information about their likes and preferred ways of learning.
- Students can learn to make choices that enhance both their learning and their status as a learner.

Flexible student grouping options

Various student groupings are possible, and sometimes students:

- work in similar readiness groups with peers who manifest similar academic needs at a given time
- of mixed readiness work together in settings that draw upon the strengths of each student
- work with classmates who have like interests
- of varied interests cooperate towards completing a task that calls on all their interests
- work with those who have similar learning patterns (a group of auditory learners listening to a taped explanation)
- work with students with varied learning patterns (an analytic student and a practical student) to complete a task
- work with whoever is sitting beside them
- count off into groups
- draw a partner's name
- choose who they work with.

The teacher defines essentials

The teacher is clear about what matters in the subject matter, and:

- provides a compass for curriculum that both engages their students and promotes understanding
- develops work that focuses on what matters most
- provides a basis for extending the work of students who are advanced and scaffolding the work of students who require extra support.

The teacher modifies content

The teacher modifies content, process and products in response to student readiness, interest and learning profile.

This is done by providing opportunities so students can work with content and products in 'sense-making' learning experiences that are responsive to the students' readiness, needs, interests and best modes of learning.

In doing this, teachers maximise the opportunities for success for each learner.

Plan plan Lesson plans Lesson lesson

General Notes:

- Weekly lesson plan entries need to reflect the program summary. The template is on the VSL website and Teacher manuals
- Student activities must reflect the Victorian Curriculum Standards or VCE outcomes
- Student learning and assessment activities must reflect those listed in the VCE & Victorian Curriculum Frameworks

Definitions:

Victorian Curriculum

Theme	Umbrella concept
Topic	Individual component within the umbrella concept
Sub topic	Topic component chosen by the teacher

SCOPE

Learning Intention	Describes what students should know, understand or be able to do by the end of the lesson
Targeted outcomes	<i>(Content Descriptions covered as per Victorian Curriculum Frameworks)</i>
Communicating:	<i>Socialising, Informing, Creating, Translating, Reflecting</i>
Understanding:	<i>Systems of Language, Language variation & change, Role of language & culture</i>
Language in Focus:	Text types, vocabulary and grammar
Resources:	Texts (both printed and online), class equipment (Smart board, CD)

LESSON SEQUENCE

Introduction to lesson	Opportunities for students to demonstrate their current level of understanding Eg: brainstorming. Explicitly teach the new concept and model the skill.
Student activities	Develop student understanding of the concept or skill through activities, (reading, writing, listening, speaking) and exercises. Students apply the concept or skill in different contexts.
Review learning	Determine the level of understanding and provide feedback and individual support if needed. Bring the lesson presentation to an appropriate conclusion by reviewing and clarifying the key points and tying them together into a coherent whole.
Assessment activities	What form of feedback will you be providing to students? Have you considered both formative and summative assessment?
Homework	Always provide activities to be completed at home to consolidate and revise their learning.

VCE

Theme	Prescribed umbrella concept
Topic	Prescribed component of the theme
Sub-topic	Topic component chosen by the teacher
Example	
Theme	The changing world (VCE Second Languages)
Topic	Environmental issues (Indonesian SL)
Sub-topic	The impact of tourism

F-10 Lesson Plan

Level/s: _____ Term: _____ Date: _____

Theme: _____

Topic: _____ Sub Topic: _____

Learning Intention: _____

TARGETED OUTCOMES

Communicating: Tick the sub-strands from the Victorian Curriculum Framework that you will be covering this lesson <input type="checkbox"/> Socialising <input type="checkbox"/> Informing <input type="checkbox"/> Creating <input type="checkbox"/> Translating <input type="checkbox"/> Reflecting		
Understanding: Tick the sub-strands from the Victorian Curriculum Framework that you will be covering this lesson <input type="checkbox"/> Systems of language <input type="checkbox"/> Language variation & change <input type="checkbox"/> Role of language & culture		
LANGUAGE IN FOCUS		
Vocabulary: _____ _____ _____ _____	Grammar: _____ _____ _____ _____	Text types: _____ _____ _____ _____
Resources: _____ _____		

LESSON SEQUENCE

Introduction to lesson <ul style="list-style-type: none"> • Activate & review activities • Teach & model new ideas and skills 	
Student activities <ul style="list-style-type: none"> • Guided practice • Application 	
Review learning <ul style="list-style-type: none"> • Feedback • Reflection 	
Assessment activities <ul style="list-style-type: none"> • Formative • Summative 	
Homework	

Teacher signature: _____

VCE LESSON PLAN		
Level/s: _____	Term: _____	Date: ____ / ____ / 2021

Theme: _____

Topic: _____ Sub Topic: _____

Learning Intention: _____

LANGUAGE IN FOCUS		
Vocabulary:	Grammar:	Text types:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Resources:		

LESSON SEQUENCE

Introduction to lesson <ul style="list-style-type: none"> • Activate & review activities • Teach & model new ideas and skills 	
Student activities <ul style="list-style-type: none"> • Guided practice • Application 	
Review learning <ul style="list-style-type: none"> • Feedback • Reflection 	
Assessment activities <ul style="list-style-type: none"> • Formative • Summative (SAC/Outcome) 	
Homework	

Teacher signature: _____

Sample Unit of Work: To assist you with your lesson planning/program

THEME I am feeling...

Activity Cluster	Linguistic Elements	Assessment Tasks
<p>Activity Cluster 1</p> <ul style="list-style-type: none"> Classroom brainstorms vocabulary on board or butcher's paper about feeling and senses e.g. <i>hungry, thirsty, sad, angry, tired, happy, hot, cold, warm, cool, sick, sweaty.</i> The teacher demonstrates the question structure and response 'How are you feeling?' 'I feel _____.' Teacher reinforces vocabulary by extrapolating familiar sounds, tone markers, signs in order to spell new words. Students read words on flash cards as a whole group and mime feelings/ senses. In pairs, students play 'Snap' by matching words with illustrations of feelings. Teacher models sentence structure e.g. 'Today I feel happy, I feel warm etc.' Class brainstorms sentences about feelings. Students draw a picture about how they are feeling and write a sentence using the sentence structures that were introduced. 	<p>Grammar</p> <ul style="list-style-type: none"> Present tense verb – <i>I feel, I am</i> Agreement of adjectives <p>Vocabulary</p> <ul style="list-style-type: none"> Feelings Senses 	<ul style="list-style-type: none"> Class brainstorm Mime a feeling /sense Play 'Snap' – matching activity Writing task – constructing a sentence guided activity Picture and sentence
<p>Activity Cluster 2</p> <ul style="list-style-type: none"> The class revises classroom rules /expectations so all students feel happy and comfortable. e.g. no bullying Students complete a wordfind on the classroom rules / expectations and positive feelings, reinforcing language introduced in Cluster 1. Students match flash cards of positive feelings to the correct picture. Students make a 'feelings' or 'senses' cube with a different feeling/ sense on each face. In pairs, use the cube to play a 'roll and say' game. Students read the feeling on the face of the dice then act out the feeling. They also put the word into a sentence. 	<p>Grammar</p> <ul style="list-style-type: none"> Present tense verb – <i>I feel, I am</i> Agreement of adjectives <p>Vocabulary</p> <ul style="list-style-type: none"> Feelings Senses Class rules 	<ul style="list-style-type: none"> Class discussion on feelings. Class rules Wordfind on classroom rules. Feeling /senses cube Game using the cube
<p>Activity Cluster 3</p> <ul style="list-style-type: none"> Students complete a 'finish the pattern' activity sheet. e.g: <i>happy, excited, sad/ _____, excited, sad/happy, _____, sad</i> Class sits in a large group. Teacher introduces a survey on feelings and asks a series of questions e.g. 'How did you feel this morning before school?' 'How do you feel now?' 'How do you feel when it is raining?' 'How do you feel when you play with your friends at recess?' 'How are you feeling at lunchtime?' Teacher demonstrates how to record survey responses, in a chart, on the board with the class as participants. In small groups, the teacher gives students flash cards with the short sentences and flashcards with the pictures representing different feelings. Students play 'Snap' by correctly matching the word to the picture. Students survey their peers on feelings. They graph this information and then discuss findings with the class. 	<p>Grammar</p> <ul style="list-style-type: none"> Present tense verb – <i>I feel, I am</i> Agreement of adjectives Interrogatives <p>Vocabulary</p> <ul style="list-style-type: none"> Feelings Senses Class rules 	<ul style="list-style-type: none"> Matching activity Game – 'Snap' Class survey Graph
<p>Activity Cluster 4</p> <ul style="list-style-type: none"> The teacher introduces/demonstrates how information can be recorded on Excel and also demonstrates a bar graph of the results. In groups of four or five students, students survey peers on feelings using the questions modelled. Teacher demonstrates superlatives and comparatives e.g. <i>More than, less than, most students, fewer students, the least students.</i> The teacher inputs information on Excel and produces a bar graph. Students then present the findings to the class. 	<p>Grammar</p> <ul style="list-style-type: none"> Present tense verb – <i>I feel, I am</i> Agreement of adjectives Comparatives and superlatives 	<ul style="list-style-type: none"> Bar graph/survey Informal Class question and answer activity Presentation
<p>Activity Cluster 5</p> <ul style="list-style-type: none"> Students complete a mind map of the feelings, emotions and the impact of other people's actions. Using flash cards, students match the question <i>How do I feel?</i> to the emotion. Students draw a self portrait and write a few sentences describing how they feel and why. In pairs students perform a roleplay, using all the language studied so far. They greet each other, introduce themselves, ask how they are feeling etc. 	<p>Grammar</p> <ul style="list-style-type: none"> Present tense verb – <i>I feel, I am</i> Agreement of adjectives <p>Vocabulary</p> <ul style="list-style-type: none"> Feelings Emotions Actions 	<ul style="list-style-type: none"> Mind map Matching activity Self portrait Roleplay

Further suggested activities for mixed ability classes

- **Problem solving skills**

For example: solving real life problems (through role play), crossword puzzles, jigsaw puzzles

- **Information/opinion affective gap activities**

For example: jigsaw activities (different participants are given parts of the total picture), guessing games, giving and following instructions, pair work activities

- **Personalised activities**

For example: opinion gap activities, expressive writing, questionnaires, surveys, drama activities, role play activities

- **Use of pictures**

For example: writing captions for pictures, labelling objects in a picture, sequencing jumbled pictures, cartoon strips with empty speech bubbles, comparing and contrasting pictures, describing key features so that someone else may identify them or represent them in a similar way, as a stimulus for writing (free or guided)

- **Information processing activities**

For example: project work, completion tasks (filling in tables), reading for gist or detail, listening for gist or detail, note taking, report writing, preparing briefing materials (agendas), letter writing, classification tasks, interpretation and transformation of visual or tabular information into the written or spoken mode or vice versa, gap filling task involving prediction from context, transcription, guided writing, sequencing and matching activities, transcription of numbers, names, dates, times etc.

- **Literature based tasks**

For example: listening to a story read by the teacher, listening to a story recounted by the teacher, learning simple poems and rhymes by heart, copying them down and illustrating simple poems or rhymes

- **Drama Activities**

For example: storytelling, role playing, learners writing and performing their own plays, using puppets to dramatise familiar or created stories, developing characterisation in a play or a story, developing actions to go with songs and poems

- **Writing Activities**

For example: using resources to stimulate or provide props for writing, a sequence of pictures with some vocabulary provided), drafting and redrafting written work

- **Focus on shaping exercises**

For example: gap filling exercises, cloze exercises, crazy sentences, sentence completion, games (scrabble), dictation, spelling, matching words to pictures, yes/no or true false exercises, multiple choice exercises, pattern practice, words building (constructing words from common roots), vocabulary expansion (synonyms, antonyms, meanings of words), crossword/cryptic puzzles, jumbled word, jumbled sentences

- **Games**

For example: linking and matching games, cards and board games, word games, true/false games, memory games, question and answer games, guessing and speculating games, story games

Supporting Students Develop and Monitor their Learning Goals

Developing personal learning goals

Students need to understand that the process of setting learning goals is a key part of their learning. Learning goals can help students close the gap between what they have achieved and what they want to achieve.

Effective personal learning goals:

- Are personally important to the student
- Have a reasonable chance of being achieved in a set time (e.g. a semester)
- Answer the student's questions:
 - What do I want to be able to do?
 - How will I succeed in this goal
 - What do I need to learn

Ways to support students to develop personal learning goals:

- Support students to reflect on themselves as learners, and become more aware of their strengths and weaknesses
- Provide students with a set of statements to focus on their goals, such as:
 - 'My strengths are.....'
 - 'I feel frustrated when.....'
 - 'I need help with.....'
 - 'I need to find out more about.....'
- Discussing with students:
 - Achievements and challenges from the previous semester
 - Their strengths and areas for improvement
 - Their goals for short and long-term

Monitoring personal learning goals

Monitoring requires reflection. Reflection leads to conclusions about the extent of success or improvement, and allows for explanations for lack of improvement. It also provides a basis for establishing future goals and a sense of achievement.

When teachers help students reflect on and monitor their progress towards achieving their learning goals, they are asking students to think about their learning.

Support activities

Some ways of supporting students to reflect and monitor their goals include:

- Students using portfolios, learning logs, learning journals and other simple devices to reflect on their recent work and how they have progressed towards achieving their personal goals. Students may reflect on their learning at set times during the term. There may be regular prompts to respond to, such as:
 - This week I have learned....
 - I am now able to....
 - For next week I am focusing on....
 - I will know I am getting better when...

VCE TEACHERS
(Year 11 & 12)
Program Preparation

VCE Study Design

The VCE is a two-year course so we advise Year 11 and Year 12 Language teachers to meet and discuss themes and topics to facilitate a better planning process.

The VCE Study Design prescribes a number of topics for each language, organised under three main themes. These will have been covered during the many years of Language study. Teachers need to be aware of these prescribed themes and topics and choose sub-topics appropriately.

Classroom activities should be organised into clusters, which have a communication goal and cover the 5 macro skills (Listening, Speaking, Reading, Writing & Viewing). A list of relevant text types, assessment outcomes, grammar and vocabulary in the VCE Language-specific Study Design, should also be considered in program planning.

Topic tables are available both in the VCE Study Design and VSL VCE teacher manual for teachers.

VCAA Publications

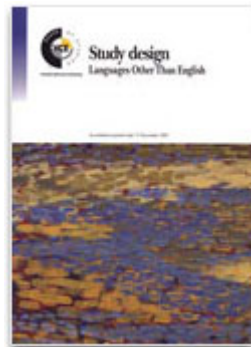
Teachers should refer to the following VCAA publications: VCE (Language Specific) Study Design (ensure you have the correct accredited version)

Purple cover



Chinese FL,
Classical Greek,
Bosnian, Latin,
Punjabi, Indonesian
FL, Japanese FL,
Korean FL

White cover



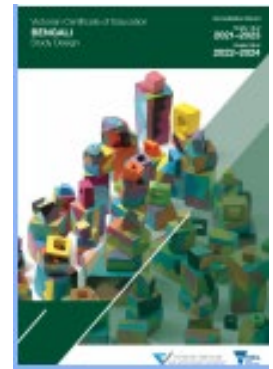
Croatian, Dutch, Filipino,
Hebrew, Hindi, Hungarian,
Khmer, Macedonian,
Persian, Polish, Portuguese,
Romanian, Russian, Serbian,
Sinhala, Tamil, Turkish

Grey Cover



Chinese Language, Culture &
Society, Chin Hakha, Karen
Vietnamese FL, Arabic,
French, German, Greek,
Indonesian SL, Italian,
Japanese SL, Korean SL,
Spanish, Vietnamese SL,
Chinese SL, Chinese SLA

Green cover



Bengali (Unit 1 &
Unit 2) only 2021

VCE Study Design Accreditation Periods 2021

	Unit 1 & 2 (Year 11)	Unit 3 & 4 (Year 12)
Arabic	2019-2024	2020-2024
Bosnian	2005-2023	2006-2024
Chin Hakha	2015-2023	2016-2024
Chinese FL	2005-2021	
Chinese SL	2019-2024	2020-2024
Chinese SLA	2019-2024	2020-2024
Chinese Language, Culture & Society	2017-2022	2018-2022
Croatian	2002-2023	2002-2024
Dutch	2002-2023	2002-2024
Filipino	2002-2023	2002-2024
French	2019-2024	2020-2024
German	2019-2024	2020-2024
Greek	2019-2024	2020-2024
Hebrew	2002-2023	2002-2024
Hindi	2002-2023	2002-2024
Hungarian	2002-2023	2002-2024
Indonesian FL	2005-2021	
Indonesian SL	2019-2024	2020-2024
Italian	2019-2024	2020-2024
Japanese FL	2005-2021	
Japanese SL	2019-2024	2020-2024
Karen	2016-2023	2017-2024
Khmer	2002-2023	2002-2024
Korean FL	2005-2021	
Korean SL	2019-2024	2020-2024
Macedonian	2002-2023	2002-2024
Maltese	*check VCAA website	*check VCAA website
Persian	2002-2023	2002-2024
Polish	2002-2023	2002-2024
Portuguese	2002-2023	2002-2024
Punjabi	2005-2023	2005-2024
Romanian	2002-2023	2002-2024
Russian	2002-2023	2002-2024
Serbian	2002-2023	2002-2024
Sinhala	2002-2023	2002-2024
Spanish	2019-2024	2020-2024
Tamil	2002-2023	2002-2024
Turkish	2002-2023	2002-2024
Vietnamese FL	2016-2021	2017-2021
Vietnamese SL	2019-2024	2020-2024

VCE Support Materials

The VCAA uses email, Notices to Schools, the *VCAA Bulletin* (through direct teacher subscription) and its website for official communication with schools. Teachers must have access to copies of:

- relevant accredited VCE study designs
- relevant *VCE Advice for Teachers* and *Assessment Handbook* publications
- assessment criteria sheets and assessment advice for VCE School-assessed Tasks
- VCE and VCAL Administrative Handbook
- VCAA Bulletin
- Notices to Schools.

CCAFL Languages: Summary of Themes and Topics

	THE INDIVIDUAL	THE LANGUAGE-SPEAKING COMMUNITIES	THE CHANGING WORLD
BENGALI	<ul style="list-style-type: none"> – Personal identity – Relationships – Education & aspirations 	<ul style="list-style-type: none"> – History & culture – Lifestyle – Arts & entertainment 	<ul style="list-style-type: none"> – Social issues – The world of work – The natural world
BOSNIAN	<ul style="list-style-type: none"> – Personal Identity – School & aspirations – Leisure, sport & health 	<ul style="list-style-type: none"> – People & places – Past & present – Arts, entertainment & traditions 	<ul style="list-style-type: none"> – Youth issues – The modern world – Social issues
CHIN HAKHA	<ul style="list-style-type: none"> - Personal identity - Relationships - Education & aspirations 	<ul style="list-style-type: none"> - History & culture - Arts & entertainment - Lifestyles 	<ul style="list-style-type: none"> - Social issues - Youth issues - Scientific & technological issues
CROATIAN	<ul style="list-style-type: none"> – Personal identity – Educational aspirations – Leisure and recreation 	<ul style="list-style-type: none"> – People and places – History and culture – Arts and entertainment 	<ul style="list-style-type: none"> – Youth issues – World of work – Tourism
DUTCH	<ul style="list-style-type: none"> – Personal identity – Relationships – Education and aspirations – Leisure and interest 	<ul style="list-style-type: none"> – Lifestyles – History and culture – Arts and entertainment 	<ul style="list-style-type: none"> – Youth issues – Tourism – Issues facing the world today
FILIPINO	<ul style="list-style-type: none"> – Personal identity – Relationships – Education and aspirations – Leisure and recreation 	<ul style="list-style-type: none"> – Lifestyles – History and culture – Arts and entertainment 	<ul style="list-style-type: none"> – Social issues – World of work – Tourism
HEBREW	<ul style="list-style-type: none"> – Personal identity – Leisure and lifestyles – Relationships – Education and future aspirations 	<ul style="list-style-type: none"> – Arts and entertainment – Current and historical perspectives – Ways of life in Israel 	<ul style="list-style-type: none"> – Hospitality and tourism – World of work – Social issues
HINDI	<ul style="list-style-type: none"> – Personal world – Education and aspirations – Personal opinions and values 	<ul style="list-style-type: none"> – Lifestyles – Visiting a Hindi-speaking community – History and traditions – Arts and entertainment 	<ul style="list-style-type: none"> – Social issues – Environmental issues – The world of work
HUNGARIAN	<ul style="list-style-type: none"> – Personal identity – School life and aspirations – Leisure and interest 	<ul style="list-style-type: none"> – Daily life and lifestyles – Arts and entertainment – Historical perspectives 	<ul style="list-style-type: none"> – Social and contemporary issues – Tourism and hospitality – World of work
KAREN	<ul style="list-style-type: none"> - Personal identity - Relationships - Education and aspirations 	<ul style="list-style-type: none"> - History, culture and traditions - Lifestyles - The migrant experience 	<ul style="list-style-type: none"> - Social Issues - Youth Issues - Environmental issues
KHMER	<ul style="list-style-type: none"> – Personal identity – Relationships – Education and aspirations – Leisure and lifestyle 	<ul style="list-style-type: none"> – History and geography – Cultural diversity – Tourism – Arts and entertainment 	<ul style="list-style-type: none"> – Changing lifestyles – World of work – Current issues

	THE INDIVIDUAL	THE LANGUAGE-SPEAKING COMMUNITIES	THE CHANGING WORLD
MACEDONIAN	<ul style="list-style-type: none"> - Personal identity - Relationships - Education and aspirations 	<ul style="list-style-type: none"> - Lifestyles - Culture and traditions - Arts, literature and the media - Migration 	<ul style="list-style-type: none"> - Social issues - Our natural world - Current affairs
PERSIAN	<ul style="list-style-type: none"> - Personal identity - Relationships - Values - Education and aspirations 	<ul style="list-style-type: none"> - Lifestyles - Culture and traditions - Arts and entertainment - Past and present 	<ul style="list-style-type: none"> - World of work - Social issues - Trade and tourism - The natural world
POLISH	<ul style="list-style-type: none"> - Relationships - Education and aspirations - Leisure and interest 	<ul style="list-style-type: none"> - Visiting Poland - Polish customs and traditions - Legends and significant historical events - Famous people-music science, art, literature 	<ul style="list-style-type: none"> - Migration in the past and present - World of work - Social issues
PORTUGUESE	<ul style="list-style-type: none"> - Personal identity - Education and aspirations - Personal values 	<ul style="list-style-type: none"> - Lifestyles - History and traditions - Arts and entertainment - Visiting Portuguese-speaking countries 	<ul style="list-style-type: none"> - Social Issues - World of work - Environmental issues
PUNJABI	<ul style="list-style-type: none"> - Education and aspirations - Personal opinions and values - Personal World 	<ul style="list-style-type: none"> - Visiting a Punjabi speaking community - Historical perspectives - Arts and entertainment - Lifestyles 	<ul style="list-style-type: none"> - The world of work - Scientific and technological issues - Social Issues
ROMANIAN	<ul style="list-style-type: none"> - Personal Identity - Relationships - Education and aspirations 	<ul style="list-style-type: none"> - Lifestyles - History - Arts and entertainment - Values 	<ul style="list-style-type: none"> - Technology - Trade and tourism - World of Work - Social issues
RUSSIAN	<ul style="list-style-type: none"> - Personal identity - Education and aspirations - Leisure and lifestyle 	<ul style="list-style-type: none"> - Lifestyles - Visiting Russia - Arts and entertainment 	<ul style="list-style-type: none"> - Environmental issues - World of work - Social issues
SERBIAN	<ul style="list-style-type: none"> - Personal identity - Education and aspirations - Leisure and recreation 	<ul style="list-style-type: none"> - Daily life - History and culture - Arts and entertainment 	<ul style="list-style-type: none"> - Current issues - World of work - Tourism
SINHALA	<ul style="list-style-type: none"> - Personal identity - Personal aspirations 	<ul style="list-style-type: none"> - Lifestyles - Visiting Sri Lanka - Customs and traditions - Arts and entertainment - Stories from the past 	<ul style="list-style-type: none"> - Environmental issues - Technological change - The world of work
TAMIL	<ul style="list-style-type: none"> - Personal identity - Personal views and opinion - Education and aspirations 	<ul style="list-style-type: none"> - Culture and traditions - The past and present - The Arts and entertainment - Travel and tourism in a Tamil-speaking country 	<ul style="list-style-type: none"> - Changing lifestyles - Status of women - World of work
TURKISH	<ul style="list-style-type: none"> - Personal identity - Future aspirations - Leisure 	<ul style="list-style-type: none"> - Migration - Cultural diversity - Tourism - Arts and entertainment 	<ul style="list-style-type: none"> - World of work - The younger generation - Issues now, and in the future

Second Languages: Summary of Themes and Topics

	THE INDIVIDUAL	THE (LANGUAGE)- SPEAKING COMMUNITIES	THE WORLD AROUND US
ARABIC	Personal identity & lifestyles Relationships Aspirations, education & careers	The Arabic Cultural heritage Historical & contemporary people & events Living in an Arab community	Global & contemporary society Communication & media The influence of science & technology
CHINESE SL CHINESE SLA	Personal identity Relationships Education & aspirations	History & culture Arts & entertainment Living in a Chinese – speaking community	Global & contemporary society Communication & media The influence of science & technology
FRENCH	Personal identity Relationships Aspirations, education & careers	The francophone world Historical perspectives French cultural perspectives	Global & contemporary society Communication & media Technology & science
GERMAN	Personal identity & lifestyles Relationships Aspirations, education & careers	Cultural heritage Historical & contemporary perspectives Lifestyles in German speaking countries & communities	Global & contemporary society Communication & media The influence of science & technology
GREEK	Personal identity & lifestyles Relationships Aspirations, education & careers	The Greek Cultural heritage Historical & contemporary people & events Living in a Greek community	Global & contemporary society Communication & media The influence of science & technology
INDONESIAN SL	Personal identity Relationships Education & aspirations	History & change Cultural heritage Lifestyles	Global & contemporary society Communication & media Environmental issues
ITALIAN	Personal identity & lifestyles Relationships Education & aspirations	The Italian Cultural heritage Historical & contemporary people & events Living in an Italian community	Global & contemporary society Communication & media The influence of science & technology
JAPANESE SL	Personal identity & lifestyles Relationships Aspirations, education & careers	Japanese speaking communities Significant people living in a Japanese community Visiting Japan	Global & contemporary society Communication & media The influence of technology
KOREAN SL	Personal identity Relationships Aspirations, education & careers	Korean cultural heritage People & places Lifestyles	Global & contemporary society Communication & media Technology & science
SPANISH	Personal identity & lifestyles Relationships Aspirations, education & careers	Cultural heritage Historical perspectives Living in a Spanish-speaking community	Global & contemporary society Communication & media The influence of science & technology
VIETNAMESE SL	Personal identity & lifestyles Relationships Education & aspirations	Vietnamese Cultural heritage Historical & contemporary people & events Living in a Vietnamese community	Global & contemporary society Communication & media The influence of science & technology

First Languages: Summary of Themes and Topics

	SELF AND OTHERS	TRADITIONS AND CHANGE IN THE LANGUAGE-SPEAKING COMMUNITIES	GLOBAL ISSUES
CHINESE FL	Personal world Personal beliefs and ideals Contributing to the community	Lifestyles Arts and entertainment Stories from the past	Peace Human rights in the world today The nature and future of work
INDONESIAN FL	Personal world Personal beliefs and ideals Contributing to the community	Lifestyles People and events Education Unity and diversity	The global environment Human rights in the world today Development
JAPANESE FL	Personal world Personal beliefs and ideals Contributing to the community	Lifestyles People and events Education	Human rights in the world today The Environment The nature and future of work
KOREAN FL	Personal world Personal beliefs and ideals Contributing to the community	Lifestyles Arts and entertainment Stories from the past	Human rights Current issues The nature and future of work
VIETNAMESE FL	Personal world Personal belief and ideals Contributing to the community	Folk/Contemporary literature Traditions and values Migration Arts and Entertainment	The global environment Human rights in the world today Development

Chinese Culture, Language and Society: Summary of Strands and Topics

There are separate prescribed topics in each unit of this study which are organised under two strands:

- Chinese Language
- Culture and Society in Chinese-speaking communities

The table below sets out the prescribed strands and topics for each unit:

Strand	Culture and Society in Chinese-speaking communities	Chinese Language
Unit 1 topics	Chinese family culture, filial relationships and education	Family and school life
Unit 2 topics	Chinese myths and legends, Chinese art	Travel experience. Geography
Unit 3 topics	Chinese philosophies and aspects of culture	Leisure, lifestyles, entertainment
Unit 4 topics	Contemporary Chinese social values	Youth issues, world of work

Theme:		Teacher	VCE Unit:
Topic:	Sub-Topic:		Sub-Topic Length: ____ weeks

OUTCOMES	LEARNING ACTIVITIES IN CLUSTERS	LANGUAGE ELEMENTS	ASSESSMENT	RESOURCES
<p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px;"> Indication of activities developing outcome knowledge & skills. </div>	<p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px;"> Cluster 1: Provides language & ideas; small activity Cluster 2: adds language & ideas; bigger activity Cluster 3: often more teaching, main activity Cluster 4: often rounds out the activity, uses the product for a wider purpose. </div>	<p>Grammar</p> <p>Vocabulary</p> <p>Text types</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Identify main items of grammar from your Study Design for teaching & revision in this topic. Tick off on planning checklist. </div> <div style="border: 1px solid black; padding: 5px;"> Indicate assessment activity and detailed assessment task/SAC. Assessment Task – must be completed individually & under supervision. </div>	<p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px;"> Resources can be found listed in Study Designs, VSL Course Outlines, subject association newsletters, Internet sites. </div>

Sample VCE Course Outline

Theme: <i>The Language-Speaking Community</i>	Teacher: <i>Sophie Fafala</i>	VCE Unit: 3
Topic: <i>Travel and Tourism</i>	Sub-Topic: <i>Planning a Trip to</i>	Sub-Topic Length: 4 weeks

OUTCOMES	LEARNING ACTIVITIES IN CLUSTERS	LANGUAGE ELEMENTS	ASSESSMENT	RESOURCES
<p>Knowledge & skills related to Outcome 3.</p> <p>Exchange information opinions and experiences</p>	<p>Cluster 1: Students:</p> <ul style="list-style-type: none"> • As a class, view a map and a video, and read travel brochures and extracts from travel guides showing highlights of the country to be visited • Individually or in pairs, take on the role of a tourist guide planning to lead a group to the country and <ul style="list-style-type: none"> - decide on the category of group to be led (age, interests etc) - select an area or a number of cities or tourist spots to be included - decide on the length of the trip. <p>Cluster 2: Students:</p> <ul style="list-style-type: none"> • use the Internet and other resources to collect more information about the chosen itinerary • using a model itinerary, plan a detailed itinerary for a trip • write an advertisement (newspaper, magazine, radio or television) for the trip to attract people to join the group • write a brochure or leaflet that could be sent to people asking for more information. <p>Cluster 3: Students:</p> <ul style="list-style-type: none"> • in pairs, describe & discuss the itinerary produced by each student or pair, justifying the choices made • individually, under supervision, receive a letter from a prospective tourist (the teacher) outlining queries about the trip and indicating that he/she will come in 15 minutes to discuss details of the trip in some detail. • Resolve the issue in a 3-4 minute role-play, with the teacher acting as the tourist. 	<p>Grammar</p> <ul style="list-style-type: none"> • Language & grammar of travel documents, e.g. ... • Language & structures for explaining, justifying & negotiating, e.g. ... • Language & grammar of advertisements, e.g. ... <p>Vocabulary:</p> <p>Text types</p> <ul style="list-style-type: none"> • Map • Video • Brochure • Extract (travel guide) • Website • Itinerary • Advertisement • Letter • Leaflet 	<p>Assessment Task</p> <p>Unit 3 – Outcome 3: Role-play focusing on the resolution of an issue –e.g.</p> <ul style="list-style-type: none"> • Tourist and shop keeper bartering over price/money • Tourist travel agency trying to confirm travel arrangements home • Tourist at a tourist venue without a valid ticket • Tourist at airport without appropriate travel documents. <p>SAC3</p>	<ul style="list-style-type: none"> • Videos, such as ... • Travel guides, such as ... • Travel brochures & leaflets, such as ... • Example of an itinerary, e.g. in ... • Examples of newspaper, magazine, radio & TV advertisements, e.g. in ...

Detailed Study for CCAFL

Language and Culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Language-speaking community through a range of oral and written texts in the target language related to the selected sub topic.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the **Detailed Study**. The Detailed Study should be based on a sub-topic related to one or more of the prescribed topics.

In order for the student to be able to explore their sub topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of texts are selected. These might include aural, and visual, as well as written.

Detailed Study and the Oral Examination

The Detailed Study is the basis for **Section 2 (Discussion)** of the Oral Examination for Second Language students.

A **Detailed Study pro-forma** has been included in this manual to assist teachers plan this part of their course. A copy needs to be given to the Area Manager early in Term 2.

Advice to teachers

Teachers should choose a sub-topic for the 15 hours of class work that is broad enough to accommodate student ability levels. Class work should cover sufficient texts from a broad enough range of text types, which include spoken and written texts.

For example, the class as a whole could:

- view and discuss films or videos; art works or artefacts
- read, discuss and use information from magazine or newspaper articles; internet web sites; extracts from novels, plays, histories, tour or entertainment guides, bibliographical dictionaries; poems or songs; short stories; tables or surveys & reports
- listen to extracts from radio news or current affairs broadcasts, recorded or real talks or interviews; songs, scenes from plays; commentaries; music; or reviews of cultural activities or events

Choice of topic

In the **Detailed Study**, **Second Language students** need to develop their language competence while expanding their knowledge and understanding of an aspect of the **culture of the Language community**.

Teachers should select the sub-topic for detailed study wisely. There is no need to choose a difficult or wide-ranging topic like a complete novel or a difficult historical period. The best topics will be those which interest a broad range of students and which will help students develop useful language skills.

Topics which require specialised vocabulary or difficult grammatical structures should be avoided. Written, oral and visual texts chosen for study should be suitable for Second Language students with limited language.

Teaching should focus firstly on understanding the topic and the texts. Students should then be helped to develop the vocabulary and structures necessary to discuss the topic and to support their ideas and opinions with evidence from the texts.

Class lessons should include both written and oral work leading up to the assessment tasks, which are set and assessed by the school.

Detailed Study for First Languages

Language and Culture through Literature and the Arts

The detailed study should enable the student to understand and appreciate aspects of language and culture through the study of texts in the first Language drawn from Literature and the Arts, which focus on the selected sub-topic.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the **Detailed Study**. The Detailed Study should be based on a sub-topic related to one or more of the prescribed topics listed in the *Study Design*.

In order for the student to be able to explore their sub topic in sufficient depth to meet the relevant outcomes, it is suggested that at least three texts drawn from the field of Literature and/or the Arts, are selected. These might include aural, and visual, as well as written.

Detailed Study and the Oral Examination

The student will be expected to present and discuss aspects of their detailed study in Sections 1 and 2, Presentation and discussion of the Oral Examination.

A **Detailed Study pro-forma** has been included in this manual to assist teachers to plan this part of their course. A copy needs to be given to the Area Manager early in Term 2.

Advice to teachers

Teachers should choose a sub-topic for the 15 hours of class work that is broad enough to accommodate a range of interests and perspectives. Class work should cover sufficient texts from a broad enough range of text types, which include spoken and written texts.

For example, the class as a whole could:

- view and discuss films or videos; art works or artefacts
- read, discuss and use information from magazine or newspaper articles; internet web sites; extracts from novels, plays, histories, tour or entertainment guides, bibliographical dictionaries; poems or songs; short stories; tables or surveys & reports
- listen to extracts from radio news or current affairs broadcasts, recorded or real talks or interviews; songs, scenes from plays; commentaries; music; or reviews of cultural activities or events

Choice of topic

In the **Detailed Study**, **Second Language students** need to develop their language competence while expanding their knowledge and understanding of an aspect of the **culture of the Language community**.

Teachers should select the sub-topic for detailed study wisely. There is no need to choose a difficult or wide-ranging topic like a complete novel or a difficult historical period. The best topics will be those which interest a broad range of students and which will help students develop useful language skills.

Topics which require specialised vocabulary or difficult grammatical structures should be avoided. Written, oral and visual texts chosen for study should be suitable for Second Language students with limited language.

Teaching should focus firstly on understanding the topic and the texts. Students should then be helped to develop the vocabulary and structures necessary to discuss the topic and to support their ideas and opinions with evidence from the texts.

Class lessons should include both written and oral work leading up to the assessment tasks, which are set and assessed by the school.

VCE Units 3 and 4 Detailed Study: Summary Sheet (CCAFL/FL only)

Teacher:	Language:	No. of students:
----------	-----------	------------------

Theme:	Prescribed Topic:
Detailed Study Topic:	

UNIT 3

Main resources	Proposed activities
Written:	
Oral:	
1.	
2.	
3.	
Visual:	
1.	
2.	
3.	

UNIT 4 ASSESSMENT

1. All students should complete the interview task, which prepares them for the discussion in the Oral Examination.
2. Students must also complete the written task.
3. On the form below, describe each task in general terms without giving too much detail so that confidentiality is not breached.

Outcome 2: Report/comparison/review	
Outcome 2: Interview	

Mixed Level Classes

In the case of combined Year 11 and 12 classes, the following strategies will make the class more manageable:

General Strategies

- In working with two groups with slightly different assessment tasks, it is crucial that planning and record keeping is very thorough.
- Records must be kept of all activities students are undertaking (such as drafting, rehearsal, consultation, research) leading to the completion of the task.
- Teacher and students should study the assessment task charts during the year. They should be familiar with the structure of the VCE course as a whole (Units 1-4), and absolutely clear as to what is required of them at the current stage.
- Teacher and students should use the assessment task calendar to note important dates and deadlines, especially for the SACs in Units 3 & 4.
- The whole class should study common themes and topics and the required activities for each level should be discussed and shared.
- Year 11 students can be given assessment tasks that correspond to the SACs that the Year 12 students are undertaking.

Oral Tasks at Year 11 level

At Year 12 level, the teacher is expected to be a participant in each oral SAC, with one student at a time. There is no such prescription for Year 11. Therefore it is theoretically possible to let two or more students undertake the task, with or without teacher participation. However, this needs to be balanced against the need of the students for the best possible preparation.

In terms of Oral examination, Year 11 students can do the same preparation as Year 12. Oral and written examination preparation should be built into your topics and activities.

Selecting Topics

Studying the same set of topics allows the teacher to work with the same vocabulary and resources without preparing and managing two courses. Students can more readily learn from each other and there is also greater student input in discussion. Topics are the basis of the class work, which **all** students will complete. However, the work for assessment will vary by year level. Assessment tasks and SACs must be set as prescribed in the Study Design for each unit and each level. Year 12 students can be given additional material, if necessary, and/or more difficult tasks based on the same topics.

For example:

THEME:	<i>The Changing World</i>
TOPIC:	<i>Travel and Tourism in (in country where target language spoken)</i>
YEAR 11:	<i>Planning a trip to a country where target language is spoken</i>
YEAR 12:	<i>The role of tourism</i>

Allowance must be made for SAC preparation. While Year 12 students work on a SAC, Year 11 students can do extra work which can be completed fairly independently. One possibility is a practice assessment task in line with the VCE.

VSL SAC Planning Form

To be completed in English and handed in to your Area Manager, accompanied by the actual SAC given to students. Please include task instructions.

This is a confidential document and must not be made available to students.

Teacher	
Language	
Class	
Centre	
SAC No	
Outcome	
Date for SAC	
Date for Special Provision	

<p>Detailed description of Task</p> <p>Version A</p> <p>Please ensure instructions to students are both in the Language and English</p>	
<p>Detailed description of Task</p> <p>Version B (For Special Provision)</p> <p>Please ensure instructions to students are both in the Language and English</p>	
<p>Have you organised equipment? If so what?</p>	
<p>Arrangements for students – for combined 11/12 classes or Oral SACs.</p>	
<p>Teacher Checklist</p>	<p><input type="checkbox"/> I have included the Cover Sheet and SAC instructions</p> <p><input type="checkbox"/> I have attached SAC– Version A</p> <p><input type="checkbox"/> I have attached SAC – Version B</p> <p><input type="checkbox"/> I have attached the Assessment Criteria</p>

Signature of Teacher: _____

Date: _____

Signature of Area Manager: _____

Date: _____

Victorian School of Languages

School-Assessed Coursework Student SAC Assessment Notice 2021

Teacher:	Class:
-----------------	---------------

Dear Student

The next SAC will take place on: _____

The SAC will assess: (teacher to tick)	Unit 3	<input type="checkbox"/> Outcome 1	<input type="checkbox"/> Outcome 2	<input type="checkbox"/> Outcome 3
	Unit 4 (SL)	<input type="checkbox"/> Outcome 1	<input type="checkbox"/> Outcome 2	<input type="checkbox"/> Outcome 3
	Unit 4 (CCAFL/FL)	<input type="checkbox"/> Outcome 1	<input type="checkbox"/> Outcome 2A	<input type="checkbox"/> Outcome 2B

Description of Outcome:

To prepare you need to:

See the online VSL VCE Languages Student Handbook for the assessment performance descriptor outlining the highest level of achievement for this SAC. On completion of the SAC you will receive feedback from your teacher about your performance and advice on areas of improvement.

**** Please note:** No numerical scores will be given to students for their Unit 3 and Unit 4 SACs/Outcomes as these are subject to statistical moderation by the VCAA and may change.

The SAC will take place under the following conditions:

- It will be supervised and done during class time.
- Details of the task will be given out on the day of the SAC.
- The SAC will be clearly linked to the topics and sub-topics studied.
- All unacknowledged work must be your own, so if you quote resources, they must be acknowledged.
- The SAC Cover Sheet will have the complete set of performance descriptors.
- You will be allowed access to an approved dictionary during written SACs and in reading time during Oral SACs

VCE assessment principles

Assessment is an integral part of teaching and learning that at the senior secondary level:

- identifies opportunities for further learning
- describes student achievement
- articulates and maintains standards
- provides the basis for the award of a certificate.

As part of VCE studies, assessment activities enable:

- the demonstration of the achievement of an outcome or set of outcomes
- judgment and reporting of a level of achievement on a task or collection of tasks for School-assessed Coursework, School-assessed Tasks, Externally-assessed Tasks or examinations.

Monitoring the results of VCE assessment also provides feedback, which informs curriculum implementation, assessment design and curriculum review.

In each VCE study, teachers and schools determine the assessment tasks to be used at Units 1 and 2. In Units 3 and 4, specified assessment tasks are set.

At the Units 3 and 4 level of a VCE study, School-assessed Coursework, School-assessed Tasks, Externally-assessed Tasks and examinations provide assessment results that are used in the calculation of a student's study score.

The key principles underpinning all VCE assessment practice ensure that the assessment instruments enable judgments to be made about demonstration of the outcomes and levels of achievement fairly, in a balanced way and without adverse effects on the curriculum or for the education system.

Assessment should be acceptable to stakeholders – including students, schools, government and the community. The system for assessing the progress and achievement of students must be accessible, effective, equitable, reasonable and transparent.

VCE assessment should be valid and reasonable

The curriculum content to be assessed must be explicitly described to teachers in each study design and related VCAA documents.

Assessment instruments should not assess learning that is outside the scope of a study design.

Each assessment instrument (for example, examination, assignment, project, practical, oral, performance, portfolio or presentation) should give students clear instructions. It should be administered under conditions (degree of supervision, access to resources, notice and duration) that are substantially the same for all students undertaking that assessment.

Authentication and school moderation of assessment and the processes of external review and statistical moderation are to ensure that assessment results are fair and comparable across the student cohort for that study.

VCE assessment should be equitable

Assessment instruments should neither privilege nor disadvantage certain groups of students or exclude others on the basis of gender, culture, physical disability, socioeconomic status and geographical location.

Assessment instruments should be designed so that, under the same or similar conditions, they provide consistent information about student performance. This may be the case when, for example, alternatives are offered at the same time for assessment of an outcome (which could be based on a choice of context) or at a different time due to a student's absence.

VCE assessment should be balanced

The set of assessment instruments used in a VCE study should be designed to provide a range of opportunities for a student to demonstrate in different contexts and modes the knowledge, skills, understanding and capacities set out in the curriculum. This assessment should also provide the opportunity for students to demonstrate different levels of achievement specified by suitable criteria, descriptors, rubrics or marking schemes.

Judgment about student level of achievement should be based on the results from a variety of practical and theoretical situations and contexts relevant to a study. Students may be required to respond in written, oral, performance, product, folio, multimedia or other suitable modes as applicable to the distinctive nature of a study or group of related studies.

VCE assessment should be efficient

The study design will set out the minimum number of assessments for teachers and assessors to make a robust judgment about each student's progress and learning. Each assessment instrument must balance the demands of precision with those of efficiency.

Assessment should not generate workload and/or stress that unduly diminishes the performance of students under fair and reasonable circumstance

Establishing Roles for Collaborative Learning

To ensure effective collaborative learning students need to be aware of and assume designated roles. Roles may be negotiated within the group or allocated by teachers. Roles should be rotated ensuring, that over the course of a term or semester, students gain experience in developing a range of capabilities. Some possible roles are:

<p>Manager</p> <ul style="list-style-type: none"> • keeps the group on task • ensures everyone has the opportunity to contribute and that the recorder notes the individual's contribution • is responsible for monitoring progress according to the management or action plan and calling them together if/when necessary • liaises or negotiates with other groups and with the teacher • contributes appropriately to discussion, listens to others. 	<p>Time keeper</p> <ul style="list-style-type: none"> • monitors progress according to the group's overall timeline and during sub-tasks as appropriate • liaises with the manager • contributes appropriately to discussion, listens to others. 	<p>Recorder</p> <ul style="list-style-type: none"> • listens carefully to discussion and records main points • notes decisions made by the group and any other matters as directed by the manager • has notes checked by the group/manager for reliability • contributes appropriately to discussion.
<p>Reporter</p> <ul style="list-style-type: none"> • reports to the class or teacher if/when necessary • ensures that the group members know what should be included in their portfolios • contributes appropriately to discussion, listens to others. 	<p>Resourcer/materials manager</p> <ul style="list-style-type: none"> • gathers materials/resources for the group • liaises with the manager • develops outside contact with the community • monitors the use of materials and gathers more when needed. 	<p>Interpreter</p> <ul style="list-style-type: none"> • may be called upon to report to the class • restates decisions, discussion to the group members • paraphrases • asks questions of the group members to help unpack the meaning of the discussion.

Collaborative Learning Strategies

Inside/outside circles Students are placed in two circles. Students in the inner circle face outwards, directly facing another student in the outer circle. This strategy enables discussion between students while encouraging movement and interaction.

Four corners Four corners is a strategy for developing students' collaborative skills, encourage reflection and for developing empathy for other people's points of view.

The corners of the classroom represent strongly agree, agree, disagree and strongly disagree. Students reflect on their response to an issue, statement or questions and which of the corners best captures their perspective and opinion. Students move to the relevant corner and pair up with another student in that corner to discuss their perspective on the issue. Students can also be paired with a student from the opposite perspective to discuss the issue with their partner.

Three step interview Students are encouraged to interview class members, share their thinking and ask questions on an interview topic. Students are divided into teams of three and are assigned a role as an interviewer, reporter or interviewee. The roles rotate after each interview. At the completion of a unit of work students can use this process to share and learn more about each others' topics. Students might, for example, interview each other about their thoughts on a book they have just read.

Jigsaw The jigsaw strategy is used as a random and socially sensitive way of forming students into groups. For example, a group of 28 students is to be divided into groups of 4 in order to conduct different aspects of an investigation:

- Divide the number of students in the class by 4, in this case, resulting in 7.
- Number off each student in the class from 1 to 7.
- All 1s work together (4 in each small group), all 2s (4 in each small group) and so on.
- Each group of four then carries out its task and reports to the class.

The jigsaw strategy provides teachers with an equitable way of dividing and changing group roles and dynamics, and gives students the opportunity to work in different groups. Teachers can work with small and larger groups according to the requirements of the activity, observing students and facilitating progress.

Fishbowl Fishbowl is a strategy for discussion. A number of students are engaged in the discussion, debate or activity with 'observers' (the rest of the class) sitting behind and around in a fishbowl arrangement. They observe, think about and feedback on the progress of the participants.

Debate This strategy lends itself particularly to analysing issues and expressing different points of view. Students need to be aware of the rules of debating and to cooperate in establishing a respectful environment.

Discussion Discussion provides opportunities for students to discuss in pairs, small groups, teams or as a whole class helps clarify their understanding. As with debate, protocols, norms or agreements need to be established by the class to ensure discussions progress in a focused way.

Role play and drama Role play and drama can be a positive way for students to work collaboratively to research and express their ideas. Role-playing scenarios and strategies, for example, can help students develop collaborative skills and deeper understanding.

Code of cooperation To ensure that groups and teams are effective, students begin an activity by discussing the task to be undertaken, setting goals to achieve the task successfully and norms or agreements for how they will cooperate within the group.

Guide to Assessment Planning

While planning for assessment is an essential part of teaching and learning, assessment tasks should provide students with an opportunity to display knowledge, skills, understandings and attitudes they have developed and motivate them to recognise what they have accomplished.

Assessment

- ~ is part of the learning process
- ~ occurs collaboratively between student/s and teachers
- ~ gathers information for teachers to make future judgements,
- ~ identifies strengths and areas for future improvement in learning
- ~ takes into account the process and the product
- ~ enables the teacher to monitor and record student progress and learning
- ~ drives curriculum improvement and evaluation

Best practice assessment requires:

Assessment **FOR** Learning

To provide information on student knowledge, skills and behaviours to inform the next stage of learning.

Assessment **AS** Learning

To provide feedback and opportunities for student reflection and/or self-assessment to support future learning.

Assessment **OF** Learning

To provide information about what students have learnt in relation to the Standards.

The assessment strategy required by the Victorian Curriculum F-10 is a combination of **formative, summative and authentic assessment.**

1. Formative assessment

Assessment tasks or exercises which occur during the teaching activities and are continuous

2. Summative assessment

On-balance judgement based on an accumulated range of assessment sources to determine what the student has achieved and learnt at the end of a unit or semester

3. Authentic assessment

Based on the development of a meaningful product, performance or process over time

Applying and demonstrating an application of knowledge and skills in real world situations which promotes and supports the development of deeper levels of understanding

Types of information gathering can include:

- ~ Negotiated tasks/assessment criteria
- ~ Self-assessment and reflection
- ~ Group assessment
- ~ Portfolios
- ~ Learning journals
- ~ Observations
- ~ Presentations
- ~ Demonstrations
- ~ Peer evaluations

Language Passports

The *VSL Language Passport* is provided to all students in Years F-10. It provides students an opportunity to set individual learning goals and then reflect on their achievements during the course of the year. It also provides the framework for the collection of samples of individual student work, which provides a record of the student's activities and achievements in relation to the teaching and their language learning over time. The portfolio enables students to reflect and take more responsibility for their learning.

Teachers and students can work collaboratively to make choices about the content of the student portfolio (6-8 samples per Semester).

A guide to supporting students – develop personal learning goals is provided in the resource section of this manual.

Characteristics of Effective Assessment

The purpose of assessment is to gather reliable information for teachers to make informed judgments about the progress of students against specific task criteria and achievement against common standards. Characteristics of assessment that will effectively gather this information are outlined below:

- 1. The primary purpose of assessment is to improve student performance** Good assessment is based on a vision of the kinds of learning we most value for students and how they might best achieve these. It sets out to measure what matters most.
- 2. Assessment should be based on an understanding of how students learn** Assessment is most effective when it reflects the fact that learning is a complex process that is multi-dimensional, integrated and revealed in student performance over time.
- 3. Assessment should be an integral component of course design and not something to add afterwards** The teaching and learning elements of each program should be designed in full knowledge of the sorts of assessment students will undertake, and vice versa, so that students can demonstrate what they have learned and see the results of their efforts.
- 4. Good assessment provides useful information to report credibly to parents on student achievement** A variety of assessment methods fit for purpose provides teachers with evidence of what students know and can do, and their particular strengths and weaknesses. Teachers then can report to parents on how far their child has progressed during the year, where they are compared to the relevant standards, and what the student, the parent and the teacher need do to improve the student's performance.
- 5. Good assessment requires clarity of purpose, goals, standards and criteria** Assessment works best when it is based on clear statements of purpose and goals for the course, the standards which students are expected to achieve, and the criteria against which we measure success. Assessment criteria in particular need to be understandable and explicit so students know what is expected of them from each assessment they encounter. Staff, students, parents and the community should all be able to see why assessment is being used, and the reasons for choosing each individual form of assessment in its particular context.
- 6. Good assessment requires a variety of measures** It is generally the case that a single assessment instrument will not tell us all we need to know about student achievement and how it can be improved. We therefore need to be familiar with a variety of assessment tools so we can match them closely to the type of information we seek.
- 7. Assessment methods used should be valid, reliable and consistent** Assessment instruments and processes should be chosen which directly measure what they are intended to measure. They should include the possibility of moderation between teachers where practical and appropriate to enhance objectivity and contribute to a shared understanding of the judgments that are made.
- 8. Assessment requires attention to outcomes and processes** Information about the outcomes students have achieved is very important to know where each student ends up, but so too is knowing about their experiences along the way and, in particular, the kind of effort that led to these outcomes.

9. Assessment works best when it is ongoing rather than episodic Student learning is best fostered when assessment involves a linked series of activities undertaken over time, so that progress is monitored towards the intended course goals and the achievement of relevant standards.

10. Assessment for improved performance involves feedback and reflection All assessment methods should allow students to receive feedback on their learning and performance so assessment serves as a developmental activity aimed at improving student learning. Assessment should also provide students and staff with opportunities to reflect on both their practice and their learning overall.

When assessment is addressed in terms of the principles outlined above it not only becomes a key part of the planning process for improved student learning, but a powerful source of personal and institutional professional development and learning as well.

Collecting Evidence of Learning

Introduction In planning activities and managing assessment, teachers should ensure that assessment is based on a variety of tasks and is inclusive of the learning needs of all students. Multiple sources of information should be used to make judgments about specific skills and depth of understanding. Assessment tasks need to be developed with the goals and objectives of the unit in mind and must reflect the learning objectives outlined. These sources include:

- negotiated tasks with negotiated assessment criteria
- self assessment and reflection
- group assessment
- portfolios
- learning journals
- observations
- presentations
- demonstrations
- peer evaluations.

It is important that unexpected outcomes, both positive and negative, are also acknowledged.

Negotiated tasks and assessment A collaborative approach to developing assessment criteria for different purposes and audiences can enable students to become better focused and engaged in learning. In relating assessment criteria to clearly developed learning expectations within a given task, students think carefully about what is being assessed and the kinds of evidence that would need to be provided to show their understanding. The negotiation of assessment tasks is central to contract work and teachers need to maintain accurate records of the tasks being undertaken to ensure that students are demonstrating their skills and knowledge across a wide range of options.

Teachers lead the discussion by presenting students with options for decision-making about the kinds of evidence that might be provided to assess negotiated tasks. (For example, see options under Group assessment)

Reflection, peer and self-assessment is a powerful tool in empowering students to monitor their learning and set goals for improvement. Effective self-assessment includes the student as an active partner, enabling them to evaluate their strengths and attitudes, analyse their progress in a particular area, and set goals for future learning. With practice, students who self-assess become more conscious learners, able to apply knowledge of their learning needs and styles to new areas of study.

Before engaging in self assessment students must be aware of the assessment criteria and objectives of the unit being taught. Within this framework they need to examine their work and think about what they do well and in which areas they still need help. Once students have reflected on their learning they are ready to set new goals for themselves. As they work toward these goals they should be encouraged to reflect on their learning journey at regular intervals.

The quality of the self-assessment will depend on the tools, support and modelling given by the teacher (which will depend on the age and skill level of the students), the way in which self-assessment is built into the learning process, the guiding questions asked and the opportunity to regularly engage in self-assessment.

Possible tools, self-assessment checklists and inventories to aid self-assessment include PMI graphic organiser, de Bono's six thinking hats and Reflective journals.

Peer assessment This is assessment of students by other students. It benefits the learning for the student receiving the feedback and the student conducting the assessment. It encourages student autonomy and higher order thinking skills as students develop skills in evaluating and justifying the decisions they make.

Peer and self-assessment are often undertaken together as evaluating the work of other students helps students to reflect on their own work and learning more effectively. Peer assessment is most effective when it is embedded into the learning in the unit and students are provided with the opportunity to learn from their mistakes in a non threatening environment.

Group assessment Groups of students (class or small groups) negotiate and develop their own criteria for participation in discussion and in teamwork. For example:

- listens to, builds on or challenges the ideas of others through questions of clarification and amplification
- poses and answers questions clearly
- responds sensitively to other participants
- encourages others to participate
- responds flexibly to group interactions
- deals with interjections
- maintains eye contact with speakers and listeners.

Criteria for assessing contribution to teamwork might include:

- participates constructively in group activities
- helps to define team goals and tasks
- fulfil and, where required, modifies a particular role
- identifies problems and poses solutions collaboratively
- supports group decisions.

Presentations, demonstrations and interviews These are authentic assessment tools which help students to develop key, transferable skills, highly valued by the community, and to make the connection between their learning and real world learning contexts. The ability to actively engage in the assessment process through the verbalisation or demonstration of their learning provides students with the opportunity to apply a range of skills in meaningful, everyday situations.

Interviews or conferences, which can include any combination of student, peer, teacher, or parent, assist students in reflecting upon and demonstrating their learning in another context. Students are given an outline, program or criteria to guide them in preparation for the interview or conference. They are also given time and assistance in developing support materials and gathering samples of work to illustrate their learning and skill development. During their interview students are active participants in discussing their learning, in demonstrating how they have developed this understanding, and in setting goals for their future development. This process can be used in conjunction with a portfolio or learning journal which contains samples of the students work and reflections over time.

Feedback

Effective feedback leads to positive changes in teaching and learning practices and significant improvements in student outcomes.

What is Feedback?

Feedback is:





- information for the student and/or teacher about the learner's performance
- relative to learning goals and based on evidence
- designed to close the gap between current and desired performance by informing teachers and student behaviour.

WHAT DOES EFFECTIVE FEEDBACK LOOK LIKE?

Two evidence based models for thinking about feedback are Hattie & Timperley (2007) and Black & William (2009). Both models address **three important questions**.

	Hattie & Timperley Feedback model		Black & William Formative assessment model
Q.1	Where am I going? 		Where the learner is going 
			"To be able to plan and draft a narrative."
Q.2	How am I going? 		Where the learner is right now 
			"Your plan includes most of the narrative stages we identified."
Q.3	Where to next? 		How to get there 
			"Add the missing stages to the plan, then start your draft using our interesting sentence tip sheet."

Hattie and Timperley outline four levels at which feedback is directed, in order of least to greatest impact

1. **Self** – personal evaluation and affect (usually positive) about the student

"You always do great work."
2. **Task** – feedback on how well tasks are performed

"You need to include appropriate scientific language."
3. **Process** – feedback on the learning processes underlining or relating and extending tasks

"You need to take steps to ensure you use credible sources."
4. **Self-regulated** – feedback on how students monitor, direct and regulate their own learning

"You sought feedback from a peer and I can see that helped with clarifying your argument."

Black and William detail five strategies to put feedback into practice

1. Clarifying, sharing and understanding learning intentions and criteria for success
2. Engineering classroom activities that elicit evidence of learning
3. Providing feedback that moves learners forward
4. Activating students as instructional resources for one another
5. Activating students as the owners of their own learning.

What can effective feedback achieve?

- Students increase effort particularly when there is a clear goal that is appropriately challenging.
- Students develop and use more effective learning strategies such as error detection and self-assessment
- Students increase autonomy, ownership and self-regulation of their learning
- Teachers provide feedback aligned to specific goals and criteria for performance
- Teachers understand the effectiveness of their teaching, and select and adapt strategies to meet students' needs

Questioning

To understand where students are in their learning, and to inform instructional decisions on where they are going to next and how to get there.

What is it?

Questioning can be used to prompt students to think about what is being taught and to give the teacher information on where students are up to in their learning. Teachers can then adjust instructions to meet learning needs and support students to progress towards their learning goals.

Why?

Students can develop misconceptions in their learning, so teachers need to find out what students know or believe at a particular point in time. The primary purpose of questioning should be to find out what students need to be taught next. Another purpose is to teach students to think critically through questioning requiring deeper analysis rather than a simple yes or no or recall of information.

Key Elements:

Questioning should provide information on students' current understanding with reference to: task or performance goals / an expected standard, prior performance and success or failure on a specific part of the task.

Teachers can use taxonomies to devise questions. For example, the SOLO taxonomy can be used to describe increasing levels of understanding of a given topic. These can be summarised as:

- Prestructural: no understanding
- Unistructural: able to name and identify one aspect, follow simple procedures
- Multistructural: able to describe and combine multiple aspects
- Relational: able to explain, identify causes and effects within structures, criticise and analyse
- Extended abstract: able to hypothesise, theorise and generate new ideas and knowledge.

Practical Techniques

- Focus on questioning as part of the lesson planning process, making sure they are clear and focused on the task or process at hand to avoid confusion or misunderstanding.
- Vary the types of questions asked, for example, asking students to recall information, to modify or correct an incomplete or incorrect statement, or to “turn and talk” to a peer.
- Consider using statements instead of questions. Responding to statements requires students to think critically about what has been said to provide a response.
- It can be more useful to ask students to modify or correct an incomplete or incorrect statement, as this requires students to use evaluation and explanation skills.
- Use a randomisation method to ensure that all students are answering questions and being attentive. Randomly drawing from a container of icy pole sticks, each with a student's name on them is a simple way of doing this.
- Increased wait time gives students more time to consider and come up with meaningful answers. However, too much wait time can slow the pace of a lesson.
- If a student answers a question with “I don't know,” be sure to come back to them later after responses have been modelled to understand what further support they might need.
- Listen out for the questions students ask each other, as these can provide valuable information about what students know, need to know, and the way they articulate their understanding.
- After completing a lesson, reflect on which questioning techniques were most effective, and what could be improved for next lesson.

Things to consider:

- If students need to raise a hand to answer, they can disengage by keeping their hands down.
- Students' avoiding participation will likely result in the widening of any achievement gap.
- Focus on all answers, not just correct ones. Student errors provide valuable information about their misconceptions.
- Ensure that correct answers are a result of genuine student understanding, rather than an application of naïve / simplistic rules that will not work for more complex questions.

Student Assessment and Writing Reports

Assessment and report writing go hand-in-hand. They are two fundamental elements of the teaching and learning cycle. Throughout the year, formal and informal assessment inform your teaching practice and the data you gather provides the evidence you use in your feedback to parents and students.

VSL reporting schedule

Term 1 – End of Term 1 VCE (Unit 1 & 3) students receive an interim report that provides a snapshot of current progress and also highlights students at risk of not satisfactorily completing the unit.

Term 2 – End of Term 2 students receive their end of semester report and F-10 students have a formal parent-teacher- student conference to receive their report as well as showcase their Language Passport to their parent.

Term 3 – End of Term 3 Year 12 students receive a progress report highlighting recommendations for study to achieve their personal best for their oral and written exams. This is their final report for the year from the VSL.

Term 4 – End of F-Year 11 students receive their end of semester report.

All VSL reports are completed online through the VSL portal and Area Managers will provide training regarding how to access and complete the reports.

Student assessment

In collaboration with your learning teams and in compliance with your school's curricula and assessment policy, you will be structuring student work towards the achievement of specific outcomes. You will be constantly engaged in the collection of different types of data – from observation to formal assessment tasks. The information you collect during these observations and tasks will inform the next stages of the learning process.

Remember, when you are doing assessment, the most valuable source of information and assistance is the expertise of your colleagues, the curriculum leaders in your school, your team members and your mentor.

Writing reports

Comprehensive written reports are usually produced at the end of each term. The Victorian Curriculum provides the format for these reports and detailed guidance for writing them. Written reports provide a valuable opportunity for dialogue with the parents/carers of the students in your care.

Just as with parent-teacher conferences, reports are a very important task for a teacher. You are representing the profession to the public – to the parents/carers, but also to whomever else might read those reports in the future. Information from the reports you write will be collected and used at the school, region, state, and national level to describe educational achievement in a general sense and to set targets for improvement.

Your school will offer you guidance and information to prepare for writing reports. Your mentor might also offer guidance or advice.

Report writing and proof reading is often done in pairs, so guidance and feedback is available at all stages of the process.

F-10 Parent-Teacher - Student Conference

The VSL Parent-Teacher-Student conference is scheduled at the end of term 2. This is accompanied by an end of semester one report giving some broad indications about each student's progress, and a completed Language Passport which is a record of the student's language learning progress through a collection of work samples.

Parent-teacher conferences are an important way of providing feedback to parents on their child's progress. It is also important for you to hear about concerns that parents may have. It is critical that each student knows that their teacher and their parents share goals about their learning.

The first time participating in Parent-Teacher Conferences may be daunting. Don't worry parents can also be apprehensive about them. This is particularly the case if their child has not been succeeding at school or they have received negative feedback on these occasions in the past.

The school wants parents to attend and often puts considerable effort into encouraging them to do so. It is important that it is a productive experience for them, and for you.

Tips for Parent-Teacher Conferences

Area Managers will provide you with details about the scheduling and format of the conferences.

However, you can do a few things:

- Arrange the furniture in the room so that you and the parents and student are sitting together at a table. Placing yourself behind a desk may not set the right tone.
- Prepare the room so that it is tidy and attractive. Display student work where possible.
- Present yourself professionally in dress and manner.
- Be prepared. Have evidence of the student's progress and learning behaviour. Samples of work, assessment records, diary notes or printouts make good examples.
- Conference times are usually about ten minutes, so be clear about what you want to communicate.
- Greet parents in a warm and welcoming manner. Introduce yourself if you have not met them before.
- Be confident but respectful. You are the professional educator but they know their child well. Do not forget that some of your parents may also be teachers.
- Practice active listening. Do not get so caught up in what you are saying that you do not listen properly to what the parents are telling you.
- Begin and end with something positive. Show that you know the student and are committed to their progress.
- If you need to draw attention to some negative behaviours do it in terms of their impact on the student's learning. Do not engage in personal comments or characterisations.
- Involve the parents by asking for their thoughts on what you are discussing.
- Have a place where you take notes about the interview, particularly if you have promised some follow up.
- End the conference by smiling and thanking them for coming.

Tips for creating a productive classroom

Your best aide in ensuring a productive classroom is the conscientious preparation of challenging, purposeful and relevant materials.

Ensure you are open with your students and have communicated the goals of the learning activity and the measures of success.

Look to your mentor and the school's Student Code of Conduct. It is important to understand and follow the philosophy and procedures put in place at the VSL. If you feel that you have concerns in this area, speak with your mentor about making it a focus for observation and feedback. Actively note the techniques used by your mentor and ask them to observe you and do the same. Follow your observation with a discussion about what strategies may work for you.

Seek assistance from Area Managers, Curriculum Coordinators and other support staff in catering for individual differences in your classes. Successful differentiation of learning activities can help to ensure that all students are able to actively participate.

If you have concerns about a student, or students in your class, talk to colleagues and Area Manager. Seek to learn whether their background stories account for the difficulties they are experiencing. Find out what strategies have worked for other teachers in the past.

Show a genuine interest in your students. Understand their preferences for learning, their interests outside school, and their motivations and aspirations.

- It is important to choose to be the person of authority in your classroom. This means behaving confidently even if at first you do not feel it!
- Be well prepared and believe in what you are asking students to do.
- Be clear about your purpose in structuring activities.
- Project confidence by facing the group and making eye contact with them.
- Except when you are working with a group, stay on your feet, interacting with students as they work – and, of course, monitoring their progress.
- Maintain a serious but friendly demeanour until you all get to know each other. Learning activities should be deeply satisfying and enjoyable but you should show at all times that your main focus is on their learning.
- Think about how you use your voice – maintain a low register and speak only slightly louder than a normal conversational level. Losing your temper and raising your voice into shouting or yelling certainly does not work. Speak more slowly than you would normally, leaving some brief pauses for information to be processed.
- Be careful of the language that you use. Avoid sarcasm, which can be hurtful or making derogatory comments about the personal attributes of any student. You may feel frustrated and upset at times, but it is essential to maintain your sense of calm authority. Remember that students often model your behaviour.
- Be positive and praise good behaviour rather than criticising bad behaviour. Follow the 'catch them doing something good' rule, especially with students you are finding difficult. Rewarding good behaviour is much more powerful than punishing bad behaviour in achieving change. It is more powerful to begin a lesson with, "Thank you, Esme, Jade and Ahmet for sitting quietly with your books ready" than with a general criticism or identifying those not doing the right thing.
- Lastly and most importantly, allow your joy in the wonderful journey of discovery you are embarking on with your students to shine!

Sourced from: DET Induction into the Victoria Teaching Profession; A Guide for Beginning Teachers

Marketing strategies

For VSL Centre staff

- Refer to list of identified feeder schools as listed in Area Managers Professional Growth and Development Plan. Personally visit significant schools, explaining our services and providing information to Principals, Assistant Principals, Language coordinators, Curriculum coordinators
- Identify staff who can suitably present/supply information at parent information nights of significant feeder schools (budget implications); approach this as a partnership with the feeder school in being able to provide a complementary curriculum and wide choice in language learning
- Ensure Grade 6 students of feeder schools are supplied with VSL brochures when transitioning to secondary school
- Identify migrant support services in your area and make contact with liaison officers to explain VSL services (support services generally available on Council websites)
- Identify significant language cohorts and community leaders in your area and make contact to discuss how the VSL can assist with language provision; seek feedback on the type of services they would like provided
- Identify community leaders within your staff and discuss ways they can promote VSL services. (Specific language flyers and standard translations can be supplied)
- Identify major community events at which the VSL could have a presence
- Identify major community events at which VSL 'scholarships' for language learning could be included as part of a ceremony e.g. supported tuition each year until the end of Year 12
- Identify staff who could undertake marketing activities and be given a Marketing Coordinator tag (budget implications) – to be discussed
- Ensure our brochures are evident at host school offices
- Ask feeder schools to display our brochures at their school offices
- Ask local councils and community agencies to display our brochures
- Make contact with your local member of parliament to inform them of VSL services; invite them to visit a centre 'in operation'; focus on the benefit to community provided by the VSL
- Ask each teacher to provide information about VSL services within their local community and dedicate a briefing session to discuss simple ways of doing this i.e. make it an expectation that our staff will promote language learning in the wider community as part of their role in the VSL team (to be included in duty statements)
- Identify ex-VSL students who have used their language studies in their profession and invite them to speak to Year 9 and 10 students – practical ways to contact students needs to be explored i.e. maintain email lists of exiting Year 12s, alumni, social networking site etc.
- Invite local business owners/ feeder school reps/community members to VSL concerts
- Provide information/updates for feeder school bulletins/newsletters, with a focus on student achievement
- Inform Head Office of any significant student award, achievement, prize etc. involving language studies, so that local media can be informed
- Identify language coordinators to present on free community radio segments

Effective Professional Development Strategies

Part of a coordinators role is to provide professional development within your area, centre, faculty meetings or even at a school level. Below are some considerations to assist you with your planning.

Planning:

Key Focus: Why are you facilitating this Professional Development Activity?

Process: Title/Description/Target audience

Organisation: Date/Time/Venue/Length/Catering

Support for Participants: Handouts/Resources/Photocopying

Presentation & Delivery: Content / What is the key focus? /Links to VSL Annual implementation plan targets

Evaluation

PD Program should:

- Clearly articulate purpose, content, structure
- Involve all participants
- Maintain balance between theory and practice
- Focus on continuous improvement
- Make effective use of time

Possible PD sessions:

- Portfolio – VSL Language Passport
- Assessment – Effective Assessment/Rubrics
- Assessment Tasks – design/SACS/Outcomes
- Classroom Practice
- Classroom Behaviour – student motivation & engagement
- Understanding & Implementing *Victorian Curriculum F-10: Languages*
- Audit Language programs
- Resource creation
- VCE Detailed study
- Record keeping
- Report writing
- Differentiated Learning & Strategies
- Developing sequenced learning programs
- ICT – Using it, Smart boards, PowerPoint presentations, using Smartphones, iPods
- Strategies in improving VCE student results
- Multi-level/mixed ability classes
- Language Specific

Management Plan for Festivals/Concerts

Main purpose of the event

- Encourage and promote community connectedness and belonging.
- Encourage participation and involvement and recognise the benefits this will bring to the community, students, parents and teachers.

Organisational factors to consider:

- Establish a working group/committee
- What needs to be done?
- Who is going to do it?
- When (Time frame for the task)
- Cost
- Programme/time/venue/date
- Proposed programme
- Sponsors (external assistance)

Publicity & Language Brochures

The VSL has a number of current language specific brochures and flyers that can be accessed on request from our head office for the purpose of promoting VSL language classes in the community. If you require these brochures for your language please contact the Leadership team/Area Managers that can facilitate the printing of the required number of brochures for your festival/event.

Emergency Lesson Plans

There may sometimes be the absence of a staff member due to unforeseen circumstances. It is good practice to create emergency lesson in the event that this occurs. These can be generic lessons prepared for all year levels, kept in a folder in your centre office that can be accessed by centre supervisors. The tasks should engage students for at least three hours and don't require necessarily a language specific teacher to supervise the lesson (eg. Librarian, Supervisor, Admin officer etc).

Language Specific Networks

The VSL encourage language specific networks meetings to occur at least once a term to facilitate communication of all our language teachers across all our VSL areas. Some centres have the more than one teacher per faculty however in some centres some languages are isolated with sometimes only one teacher. The key purpose for these networks is to create a support framework for all teachers at the VSL; an opportunity to share create resources, organise joint community festivals, contribute to implementation of curriculum initiatives in order to best support our students at the VSL.

Some possible network meeting topics

- What works well in your classes
- Resources used/Booklists/Lesson Plans
- Do we need to update resources to become aligned with current Curriculum (AusVELS/Australian Curriculum)
- Publicity/Marketing
- Professional Development required
- Establishing a SharePoint to bank resources for all your language teachers
- Establish discussion forums to support teachers isolated in Regional centres.
-

Some websites for Course planning, Assessment & Professional Learning for Languages

VSL Teacher Website

<https://www.vsl.vic.edu.au/Content/Resource/Teacher.aspx>

VCAA (Victorian Curriculum & Assessment Authority)

<http://vcaa.vic.edu.au>

Victorian Curriculum F-10

<http://www.vcaa.vic.edu.au/Pages/foundation10/f10index.aspx>

DET – Department of Education & Training

<http://www.education.vic.gov.au>

Improve your teaching

Tools to help analyse and improve your professional teaching practice.

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/default.aspx>

1. Victorian teaching and learning model
The model consists of four components: vision for learning, practice principles, pedagogical model, and HITS
2. Practice principles
Nine principles to help develop your professional practice through collaboration and evidence based approach. These principles will replace PoLT
3. Pedagogical model
The model which underpins teacher practice improvement
4. High impact teaching strategies (HITS)
Ten instructional practices that reliably increase student learning
5. Student voice practice guide (Amplify)
Having conversations to empower students
6. Peer observation
Observing your peers to learn ways of teaching and provide each other feedback
7. Professional practice elements
Practice elements to achieve teaching and learning excellence, includes practice guide and notes
8. Principles of learning and teaching (PoLT)
Six principles used to reflect on and support professional practice
9. Evaluate the impact of your teaching
Understand assessment design, the knowledge, capabilities and skills of your students and how to interpret assessment data

Assessment & Reporting

<http://www.education.vic.gov.au/school/teachers/support/Pages/assessment.aspx>

LMERC – Languages & Multicultural Education Resource Centre)

<http://www.education.vic.gov.au/school/teachers/support/pages/lmerc.aspx>

MLTAV – Modern Languages Teachers Association of Victoria

<http://www.mltav.asn.au>

Asia Education Foundation

<http://www.asiaeducation.edu.au/about-af>

Education Services Australia

<http://www.esa.edu.au>

Victorian School of Languages Contacts

Principal	Mr Frank Merlino
Assistant Principal Curriculum and Professional Development	Ms Angela Natoli
Assistant Principal Technology and Projects	Mr Stefo Stojanovski
Assistant Principal Strategic Planning, Staffing and Accountability	Mr Joe Tosic
VSL Head Office Address	315 Clarendon Street Thornbury VIC 3071
VSL Postal Address	PO Box 1172 Thornbury VIC 3071
Head Office Telephone	(03) 9474 0500

Languages taught at the VSL

Albanian	Dari	Japanese	Punjabi
Amharic	Dinka	Kannada	Romanian
Arabic	Dutch	Karen	Russian
Bengali	Filipino (Tagalog)	Khmer	Serbian
Bosnian	French	Korean	Sinhala
Bulgarian	German	Latin	Spanish
Chin Falam	Greek (Classical)	Macedonian	Swahili
Chin Hakha	Greek (Modern)	Malay	Tamil
Chin Matu	Gujarati	Malayalam	Telugu
Chin Mizo	Hebrew	Maltese	Thai
Chinese (Cantonese)	Hindi	Pashto	Turkish
Chinese (Mandarin)	Hungarian	Persian	Urdu
Chinese Language, Culture & Society	Indonesian	Polish	Vietnamese
Croatian	Italian	Portuguese	Zomi

The VSL enrolls students from Foundation to Year 12 (VCE) who are unable to study their language of choice in their home school. Students from all educational sectors (Government, Independent, and Catholic) are eligible to enrol. We also offer 14 languages via Distance Education: Arabic, Chinese, Classical Greek, French, German, Greek, Hindi, Indonesian, Italian, Japanese, Latin, Punjabi, Spanish and Vietnamese. The provision mostly covers language courses from Years 7-12, however some languages also offer year 5 and year 6 courses.

Registered Training Organisation

The VSL is an accredited Registered Training Organisation (No. 21269) currently registered with the Australian Skills Quality Authority and offers Certificate II in Applied Language 10297NAT and Certificate III in Applied Language 10661NAT courses, as an alternative pathway to VCE. In this RTO capacity we teach vocational languages as part of our Distance Education and Centre deliver, as well as tailoring courses for assorted workplace setting and needs, such as the Victoria Police. The VSL RTO also currently auspices secondary schools around Victoria and interstate to deliver Certificate II and III in Applied Language in the following languages French, Spanish, Chinese, Japanese and Indonesian. Vocational Education and Training delivered to secondary schools is designed to provide additional pathways for schoolstudents to undertake a nationally recognised VET qualification while still at secondary school completing either VCE or VCAL. It is a key component of the Government's strategy to increase student retention, improve Year 12 completion rates and address skills shortages. VET provides a vocationally oriented pathway leading to a senior secondary certificate. In addition to language courses, the VSL RTO has on its scope Certificate III in Learning an Endangered Aboriginal Language 10190NAT which is currently being delivered as part of a Department of Education and Training initiative to upskill teachers to teach Victorian Aboriginal languages in state schools and kindergartens.

VSL CENTRES*

CENTRAL	EAST 1
<p>Email: central1@vsl.vic.edu.au</p> <p>Brunswick VSL Centre Brunswick Secondary College 47 Dawson Street BRUNSWICK 3056</p> <p>Collingwood VSL Centre Collingwood College Cnr Cromwell & McCutcheon Way COLLINGWOOD 3066</p> <p>University High School VSL Centre University High School 77 Story Street PARKVILLE 3052</p>	<p>Email: east1@vsl.vic.edu.au</p> <p>Blackburn VSL Centre Blackburn High School 60 Springfield Road BLACKBURN 3130</p> <p>Box Hill VSL Centre Box Hill High School 1180 Whitehorse Road BOX HILL 3128</p> <p>Doncaster VSL Centre Doncaster Secondary College 123 Church Road DONCASTER 3108</p>
EAST 2	NORTH
<p>Email: east2@vsl.vic.edu.au</p> <p>Carwatha VSL Centre Carwatha College P-12 43-81 Browns Road NOBLE PARK NORTH 3174</p> <p>Glen Waverley VSL Centre Glen Waverley Secondary College 21 O' Sullivan Road GLEN WAVERLEY 3150</p>	<p>Email: north@vsl.vic.edu.au</p> <p>Epping VSL Centre Epping Secondary College (Junior Campus) McDonalds Road EPPING 3076</p> <p>Hume Central VSL Centre Hume Central Secondary College Blair Street BROADMEADOWS 3047</p> <p>Lalor VSL Centre Lalor Secondary College 118 David Street LALOR 3075</p> <p>Roxburgh VSL Centre Roxburgh College 60-70 Donald Cameron Drive ROXBURGH PARK 3064</p> <p>Thomastown VSL Centre Thomastown Secondary College 80-96 Main Street THOMASTOWN 3074</p>
NORTH WEST	
<p>Email: northwest@vsl.vic.edu.au</p> <p>Craigieburn VSL Centre Mt Ridley College 2-30 Hampton Street CRAIGIEBURN 3064</p> <p>Keilor Downs VSL Centre Keilor Downs College 100-110 Odessa Avenue KEILOR DOWNS 3038</p> <p>Taylors Lakes VSL Centre Taylors Lakes College 1-39 Parmelia Drive TAYLORS LAKES 3038</p>	

*correct at time of printing

VSL CENTRES*

SOUTH	SOUTH 2
<p>Email: south@vsl.vic.edu.au</p> <p>Brentwood VSL Centre Brentwood Secondary College 65-71 Heath Street GLEN WAVERLEY 3150</p> <p>Keysborough VSL Centre Keysborough Secondary College (Banksia) 8-20 Janine Road SPRINGVALE SOUTH 3172</p> <p>Mentone VSL Centre Mentone Girls' Secondary College Cnr Balcombe & Charman Roads MENTONE 3194</p> <p>Traralgon VSL Centre Grey Street Primary School 30-44 Grey Street TRARALGON 3844</p>	<p>Email: south2@vsl.vic.edu.au</p> <p>McKinnon VSL Centre McKinnon Secondary College 291a McKinnon Road McKinnon 3204</p> <p>South Oakleigh VSL Centre South Oakleigh College Bakers Road OAKLEIGH SOUTH 3167</p> <p>Westall VSL Centre Westall Secondary College 88 Rosebank Avenue CLAYTON SOUTH 3169</p>
SOUTH EAST	WEST 1
<p>Email: southeast@vsl.vic.edu.au</p> <p>Berwick VSL Centre Berwick Secondary College Manuka Road BERWICK 3806</p> <p>Dandenong VSL Centre Dandenong High School 92-106 Princes Highway DANDENONG 3175</p> <p>Hampton Park VSL Centre Hampton Park Secondary College 58-96 Fordholm Road HAMPTON PARK 3976</p>	<p>Email: west1@vsl.vic.edu.au</p> <p>Altona North VSL Centre Bayside Secondary College (Altona North Campus) 1 McArthurs Road ALTONA NORTH 3025</p> <p>Footscray VSL Centre Footscray City College 1 Kinnear Street FOOTSCRAY 3011</p> <p>Sunshine VSL Centre Sunshine College Cnr Graham & Derby Streets SUNSHINE 3020</p> <p>Ballarat VSL Centre Ballarat High School Sturt Street West BALLARAT 3350</p>

*correct at time of printing

VSL CENTRES*

WEST 2	COUNTRY 1
<p>Email: west2@vsl.vic.edu.au</p> <p>Creekside VSL Centre Creekside Secondary College The Crossing CAROLINE SPRINGS 3023</p> <p>Melton Centre Staughton College 26-46 Wilson Road MELTON 3337</p> <p>Truganina VSL Centre Truganina P-9 College 55 Clearwood Drive TRUGANINA 3844</p>	<p>Email: country1@vsl.vic.edu.au</p> <p>Matthew Flinders VSL Centre Matthew Flinders Girls' Secondary College Little Ryrie Street GEELONG 3220</p> <p>North Geelong VSL Centre North Geelong Secondary College 86-132 Separation Street NORTH GEELONG 3215</p> <p>Suzanne Cory VSL Centre Suzanne Cory High School 255 Hoppers Lane WERRIBEE 3030</p> <p>Point Cook VSL Centre Point Cook Senior Secondary College Cnr Boardwalk Blvd & Bergamot Drv POINT COOK 3030</p>

COUNTRY 2	
<p>Email: country2@vsl.vic.edu.au</p>	
<p>Bendigo VSL Centre Bendigo South East College Corner Curtin & Ellis Streets BENDIGO 3550</p> <p>Shepparton VSL Centre Shepparton High School 31-71 Hawdon Street SHEPPARTON 3630</p> <p>Wodonga VSL Centre Wodonga Middle Years College Huron Campus 22-24 Mitchell Street WODONGA 3690</p>	<p>Croydon VSL Centre Melba College 61 Croydon Road CROYDON 3137</p> <p>Ringwood VSL Centre Ringwood Secondary College Bedford Road RINGWOOD 3134</p>

*correct at time of printing

Key Language Contacts

The Victorian Curriculum and Assessment Authority (VCAA)

Level 7, 2 Lonsdale Street, Melbourne 3000

Phone: (03) 9032 1629

Website: www.vcaa.vic.edu.au

Email: vcaa@education.vic.gov.au

Curriculum Division

Phone: (03) 9059 5131 Email: curriculum.vcaa@education.vic.gov.au

Languages Curriculum Manager

Kylie Witt: (03) 9059 5120 Email: kylie.witt@education.vic.gov.au

Assessment and Reporting Division

Assessment Operations

Phone: (03) 9225 2200 Email: vcaa.assessment.operations@education.vic.gov.au

This unit manages all processes associated with VCE external assessment and the General Achievement Test (GAT) can assist with:

Examination Administration

- Requirements for the administration and conduct of VCE written examinations
- VCE examination rules and supervision
- VCE written examination centres including applications to sit examinations interstate or overseas
- VCE Languages oral examinations
- Inspection of scripts

Student Records and Results Unit

Phone: (03) 9032 1742 **Email:** student.records@education.vic.gov.au

This team coordinates various aspects of VCE student administration

VASS Operations

Phone: 1800 623 681 or 9032 1758 **Email:** vass.support@education.vic.gov.au

Modern Language Teachers' Association of Victoria (MLTAV)

315 Clarendon Street, Thornbury

Phone: 0437 130 976

Postal address: MLTAV, PO Box 1027, Thornbury VIC 3071

Email: info@mltav.asn.au

Website: <https://www.mltav.asn.au>

Check MLTAV website for contact details of Language Associations