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# Languages in Victoria

## MLTAV 2017 Annual Conference
### *Intercultural Partnerships* Conference Report

**The** MLTAV 2017 Annual Conference was held on Friday 5th May at a new exciting venue: the Catholic Leadership Centre in East Melbourne. Two hundred and fifteen people, (comprised of delegates, presenters and exhibitors), attended this event with the new MLTAV President, Gabriella Bertolissi as MC for the day.
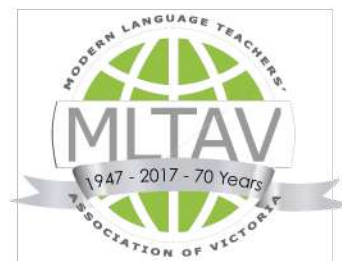
From an organisational perspective, we found the venue and its staff exemplary and our presenters were delighted with the break-out rooms and facilities. This positive vibe was reinforced by some extremely complimentary feedback from conference attendees, for example:

*Venue was lovely - a nice size, modern, clean, big enough but not too big;*

*Great venue! More spacious and very easy to access via public transport. Much bester than previous years;*

*I loved the venue, beautiful ambiance!;*

*Great venue! One of the best ever;*

*The venue was fantastic. Very beautiful grounds and a lot of space.*

Overall, in terms of delegate venue feedback, out of 104 responses, 90 were extremely positive, with 14 indicating concerns about the following areas:

- lack of parking and accessibility;
- size of rooms for some of the very popular sessions; and
- coffee and catering.

This means we will, in all probability, book the same venue for our 2018 Conference but will certainly also discuss concerns from this year as part of our review and planning phase.

This years Conference program covered a broad spectrum of topics from the morning keynote speaker, Dr. Ted Gott, (Senior Curator of International Art, National Gallery of Victoria). Ted's speech was titled, 'Vincent van Gogh: A man of Languages and Letters'. The program also included a stream focusing on Content and Language Integrated Learning (CLIL), VCE for new teachers, ways to increase students speaking and listening skills, developing intercultural skills and much more.

In total, 104 responses have been received via the conference online feedback survey, all having been emailed a personalised certificate of participation.

This is a significant sample, enabling us to provide valuable and well-received anonymous delegates' feedback to our presenters about their sessions, as well as to inform planning for future events. Some examples of the general feedback captured by the online survey included:

*What I liked the most was the enthusiasm and passion in the way everyone presented their sessions. What I'd have liked in some sessions was to have more practical things given and fewer lecture-like sessions;*

*I mostly enjoyed the sessions that were hands-on which provided examples and activities to use in the classroom;*

*I enjoyed the variety of sessions on offer. Very informative and interesting ideas for engagement and connecting with language teachers;*

*I liked: new ideas, perspectives and meeting with colleagues;*

*I liked the creativity of the ideas most. I found the keynote address on Van Gogh and his love of languages inspirational;*

*Relevance and immediate application to our work context;*

*The sessions had authentic information, delivered professionally and mostly involving engagement with the delegates / audience;*

*The morning keynote presentation. Very fascinating and loved it! Good for our souls;*

*The focus on CLIL - I am very interested in implementing CLIL, so was happy to have the option to attend CLIL in every session;*

*Great speakers, great venue, great lunch, great company;*

*The premises offered ample space and food was excellent. The atmosphere was great and I attended great workshops that directly related to the year levels I teach;*

*The best sessions that I attended gave attendees the opportunity to participate in the role of learner. This gave us the opportunity to live the 'student experience' and see the benefits of suggested approaches;*

*Some of the sessions and seeing the latest books on display;*

*Venue was fantastic. Great to see lots of young presenters. Keynote speech was brilliant;*

*The organisation was really good, as well as the offerings of food and drinks. Everyone was really helpful and friendly, too. I also liked that we had some time to network with other teachers of languages and share our experience in those times between sessions.*

Also, in the online feedback survey, we asked for suggestions as to how the 2018 Conference may be improved. Some of the insights we received were:
- coffee (and better coffee / filtered) available throughout the day;
- more VCE and hands-on sessions;
- reduce the time allocated to lunch and more food;
- more detailed and specific information about the sessions prior to the conference.

Finally, we would like to sincerely thank everyone involved in having made this year's Conference such a wonderful event and significant learning and networking opportunity.

**MLTAV 2018 Conference date has been confirmed for Friday 4th May**

**Heather Brown & Kerry O'Connor**
**MLTAV Conference Convenor and Co-Convenor**

# Conference Morning Keynote - *transcript*
## Dr. Ted Gott, Senior Curator of International Art, National Gallery of Victoria, *'Vincent van Gogh: A man of Languages and Letters*

Australians say Van Gogh (goff) and the Seasons, in North America you would say Van Gogh (Go) and the Seasons however if you are Dutch you would pronounce his surname as vun KHOKH or fun KHOKH (the kh pronounced as in Scottish lock).

I would like to start with giving a plug for the Language programs that we currently offer through NGV Education. We have Susie May from our Education staff here this morning. In particular, we offer Language Support Educator (LSE) Programs with Language Educators currently trained by MLTAV and NGV who present a component of LSE sessions in the target language with an aim of communication and comprehension at student level. There is a flyer on your seat about all of the programs being offered. Susie will be running a session later today and can showcase, in detail, the LSE programs on offer.

For the duration of the *Van Gogh and the Seasons* exhibition, we will be offering an introductory talk during which a small component will also be delivered by a Language Support Educator in French.

Now I would like to start by showing you this letter written by Van Gogh to this brother Theo van Gogh and his sister-in-law, Johanna van Gogh-Bonger. It is written from the asylum, Saint-Rémy-de-Provence, in July 1889.

He writes…..

*I enjoyed myself very much yesterday reading Measure for Measure. Then I read Henry VIII, in which there are such beautiful passages, like the one about Buckingham, and Wolsey's words after his downfall.*

*I think that I am lucky to be able to read or reread this at my leisure and then I very much hope to read Homer at last.*

*Outside the cicadas are singing fit to burst, a strident cry ten times louder than that of the crickets, and the scorched grass is taking on beautiful tones of old gold. And the beautiful towns of the South are in the same state as our dead towns along the Zuiderzee, which were formerly lively. While in the downfall and decline of things, the cicadas dear to the good old Socrates have remained. And here certainly they are still singing old Greek.*

Actually Van Gogh did not write this at all. He actually wrote this in perfect French:

[Ted went on to read this same letter, but as it was originally written by Van Gogh in perfect French] …

*Je me suis beaucoup amusé hier en lisant Measure for Measure. Puis j'ai lu Henry VIII où il y a de si beaux passages ainsi celui de Buckingham et les paroles de Wolsey après sa chute. Je trouve que j'ai de la chance de pouvoir lire ou relire cela à mon aise et puis j'espère bien lire enfin Homère. etc., etc…*

So we have a Dutch thinker writing to his Dutch brother and sister-in-law in perfect French, discussing his reading of Shakespeare, which he read in the original, and also discussing Homer, while making an erudite side to Socrates and cicadas drawn from his reading of Plato. In particular, his reading of Plato's *Phaedrus* in which Socrates recounts the mythical cicadas devoted to the muses. There Socrates, enjoying the noises made by these insects, says, *'How lovely and perfectly charming the breeziness of the place is and it resounds with the shrill summer music of the chorus of the cicadas'*.

So I hope you see already that Van Gogh is more than an artist.

He was born in 1853, the eldest child of Theodorus van Gogh and Anna Cornelia Carbentus van Gogh. He was the eldest of six children. His siblings were: Anna, Theo (who is four years younger than he – his closest sibling and his financial supporter during his artistic career), and then we have Elisabeth (or Lies), Willemina (or Will) and finally Cornelius who is the baby of the family.

He was born in Groot- Zundert in the southern Netherlands in the Catholic province of Brabant.

Here his Father is Minister of the Dutch Reform Church following the Groningen school of Christianity. He had a parish of fifty people. Fifty Protestants living in a town outnumbered 30-1 by Catholics. They lived in a white house with the gabled roof, right in the centre of town. So it is a very small Protestant community in a large Catholic village. It is very isolated and sectarian. If you were a Protestant you did

not buy from a Catholic butcher or greengrocer or anything. The only area where you would encounter a Catholic would be perhaps a communal place such as the post office.

Within the family, it is even more sectarian. The Van Gogh children do not really play with any other children as they are raised by their parents and home-schooled. It is a very close-knit and loving family.

For Van Gogh there was a short period at the Zundert public school after homeschooling and then he was sent, at age eleven, to a Protestant boarding school in the neighbouring town of Zevenbergen. This was very traumatic for him and was the beginning of a permanent break with his family. He could not understand why he was sent to this boarding school at age eleven.

Three years later he was transferred to the Koning Willem II school in Tilberg, thirty kilometres east of Zundert, which further increased his isolation from the hot-house climate of his early upbringing.

Turning in on himself, Vincent devoted his energies to study becoming highly literate in German, English and French in addition to his native Dutch. He apparently had five hours per week of instruction in both French and English and three hours a week in German and Dutch.

However, he is unhappy at this high school and after three years he runs away.

His parents have a consultation about what to do with this teenager and they decide to send him to his Uncle who is also called Vincent (aka Cent). He runs a large arts supply in The Hague. He has recently merged with the French company Goupil and that makes him part of a huge empire. Goupil has offices in The Hague, Brussels, Paris and London.

Here Van Gogh finds a whole new visual world opening for him. The Hague branch of Goupil & Co. operated a busy trade in reproductive prints after popular historical and contemporary paintings, in addition to selling original works and art supplies. As well as absorbing an encyclopaedic mental image bank of art history at Goupil & Co., Van Gogh also developed a passion for collecting reproductions of works that sparked his imagination.. First of all, it started as a teenage hobby, but as he matured and became an artist, his ever-growing collections or reproductions acted as a virtual museum that he could study daily without leaving the confines of his rented quarters. When you come to the exhibition, if you haven't already been, it opens with a room of these reproductions that he calls his 'visual bible'.

In Goupil he is conducting business, not only in Dutch but also in French – so he masters business French.

In 1872 he begins a life-long correspondence with his younger brother Theo.

In 1873, Theo joins Goupil & Co. and goes to the Brussels branch. He is eventually transferred to Paris where he rises up through the ranks to become the manager of the entire Paris company. He is enormously successful.

Vincent, meanwhile, is transferred to the London branch and the world of English opens up to him. He falls in love with Gustave Doré's engravings, which are reproductions of drawings, and he buys Doré's famous book, 'London, A Pilgrimage' and he urges Theo to get a copy as well.
In London, he becomes fascinated by English periodicals, like *The Graphic* and *Illustrated News*. Later on, when he starts to become an artist in The Hague, he buys the complete series of *The Graphic*, in twenty-one bound volumes, such is his obsession with English caricature.

He is very happy in London and he writes to Theo from there in January 1874: *'Things are going well for me here, I have a wonderful home and it's a great pleasure for me to observe London and the English way of life and the English themselves, and I also have nature and art and poetry, and if that is not enough, what is?'*

In addition to collecting these engravings of numerous artists from *The Graphic* and *Illustrated News*, he also begins to devour the works of Charles Dickens and he sends them home to his parents and siblings to also read. The whole family can read English. He reads the complete works of Dickens as well as the complete works of Shakespeare in English.

In 1873 he also discovers the poetry of John Keats, whom he describes as the darling of the painters in London. In other words, he recognises the inspiration that poetic language, especially that of Keats, is giving to contemporary British artists.

His enthusiasm for Keats is such that he copied out several of his poems, which was a common practice at the time, but Van Gogh loved to share what he learned and so the letters back to his parents, his sisters and above all, to Theo, are from then on littered in the English period with poems by Keats, Wordsworth,

Byron, Shelley, Longfellow – he is reading everything. In fact, he is reading everything so much that he is not doing a very good job at the Goupil firm, and in 1876 he is fired.

So we now have a contrast between the two brothers – Theo the handsome one, the successful one, the apple of his father's eye who rises to become a Manager of Goupil's. Vincent, the ugly duckling, the unsuccessful one who is fired from this company. The two brothers go on different paths from then on, although tied together forever by a mutual love of art.

After being dismissed from the Goupil company, he remains in England and he takes up a teaching post at a boys' school in Ramsgate. This was a small school with extremely deplorable conditions that eventually led Van Gogh to take up another position at a boys' school in Isleworth in London.

Naifeh and Smith who wrote the door-stopping biography of Van Gogh in 2011, have a delicious line, that at Ramsgate, conditions were so bad that, they write '... *he must have thought he had walked into one of his beloved Dicken's stories – one of the dark ones'*.

From Ramsgate, he writes to Theo to tell him what he is actually teaching. He wrote, on 1 May, 1876: *'And now you ask, what I have to teach the boys; chiefly French, fundamentals, one boy has started to learn German, and also a variety of things like Science, hearing them their lessons, giving dictations, etc.'* So we find Vincent van Gogh, having failed in the art world, now as a Language teacher, which I find quite extraordinary.

He is lonely, though. He loved the boys he taught but he did not have any real friends so he develops a habit of going into London and attending church services to find some company. It is here he gets his first inklings of religious feeling. In the British capital, at this time, there was a real climate of Christian revivalism and this enticed Van Gogh to consider missionary work.

He writes to Theo on 12 May 1876: *'In one of his books, Eliot describes the life of factory workers etc., who have joined a small community and hold religious services in a chapel in Lantern Yard and he says it is God's Kingdom upon Earth, nothing more nor less. And there's something moving about seeing the thousands now flocking to hear those evangelists.'*

So he gets George Eliot's sex wrong, but she is publishing under a man's name so this is reasonable; and at least he is reading George Eliot, and he also now reads the complete works of George Eliot, in the original.

He now comes to realise that while he is teaching, he is hankering after a desire to be a missionary and he realises that language will be incredibly important for the missionary work he now dreams of undertaking. He writes to Theo, as he does, literally every day for the rest of his life, on 17 June 1876: *'Although I have not been trained for the church, my past life of travelling, and living in various countries, associating with varieties of people, rich and poor, religious and not religious, working at a variety of jobs, days of manual labour in between days of office work etc., perhaps also my speaking various languages, will compensate in part for my lack of formal training.'*

Three weeks later, on 4 July, he writes again to Theo: *'Being another missionary is rather special I believe; one has to go among the workers and the poor spreading God's word and, if one has some experience, speak to them, track down and seek to help foreigners who are looking for work, or other people who are in some sort of difficulty, etc. Last week I was in London a couple of times to find out if there is a possibility of my becoming one. Because I speak various languages and have tended to associate, especially in Paris and London, with people who are from the poorer classes and foreigners, and being a foreigner myself, I may be well-suited to this, and could become so much more.'*

When he moved to the second school in Isleworth, he continues to teach languages but he is also dreaming of a future career and he wrote to Theo from this new school on 3 October 1876, *'Herewith I am copying out a few psalms, you might like to read them at this time. Write a few words if you can. A week ago on Saturday I made a long journey to London, and there I heard about a situation that might be of future interest. The clergymen in such seaside places as Liverpool and Hull, for example, often need assistants who speak several languages to work among the seamen and foreigners, and also to visit the sick. In addition, such a situation would salaried.'*

We do not know what Van Gogh was like as a teacher. We know he spoke English with a very heavy Dutch accent but we also know his English was perfect, despite this. There are inklings in the letters as to what sort of teacher he was. For example, he writes to Theo from the school in Isleworth on 26 August 1876: *'I often tell the children stories in the evening, such as 'Le Conscrit' by Conscience, and 'Madame Thérèse' by Erckmann-Chatrian, and 'Oudejaar' by Jean Paul, which is enclosed herewith, and Andersen's 'Fairy*

*Tales', The Story of a Mother, The Red Shoes, the Little Matchseller, 'King Robert of Sicily' by Longfellow, etc. Sometimes something from Dutch history, too.'*

I think he must have been an incredible teacher, offering this barrage of knowledge of history and literature and culture in four languages to these very fortunate little boys, in Dutch, English, French and German. How lucky were they!

In 1877 he gives up his teaching position and sets himself on a path to become a missionary – but he needs some money. First of all, he goes back to the Netherlands and works briefly in this bookstore, Blussé & Van Braam in Dordrecht, before his parents provided financial support for him to move to Amsterdam to undertake preparatory study for a theology degree.

He worked for Blussé & Van Braam in Dordrecht, a firm that sold books and magazines as well as office supplies, maps and prints. They also sold penny prints and reproductions made by the Goupil firm, so he is haunted by his past. One of Van Gogh's duties here was to supervise the shipment of goods. He also had to keep the books and do odd jobs.

On 21 January 1877, he writes, *'My dear Theo, you would have expected a letter sooner; things are going rather well in the shop, and it's so busy that I go there at 8 o'clock in the morning and come back at 1 o'clock in the night, but I'm happy about that.'*

Now, yes he says he is working very hard and he probably thought that he was but in actual fact he is fired from the bookstore after several months for extreme lack of work. He is very busy, but he is not doing anything much for the shop. In fact, he is abusing the customers if they buy the wrong book or art reproduction. He tells them they have appalling taste and really should buy this or just get out of the shop. When he is supposed to be doing work for the shop, what he is actually doing is quite remarkable. He has a ledger divided into four columns. On the left, he has transcribed his favourite passages from the Bible in his native Dutch and all day, instead of working for the bookshop, he translates the Dutch Bible in the other three columns into French, German and English. That was his passion, not just for the Bible, but the Bible in four languages, which is pretty incredible.

Not surprisingly, he writes to Theo on 16 March 1877 from this bookshop. *'I cannot tell you how much I sometimes yearn for the Bible. I do read something out of it every day, but I would like so much to know it by heart and to see life in the light of that word of which it is said. The word is a lamp unto my feet and a light unto my path.'*

After his dismissal from the bookshop, he moved to Amsterdam where has father and mother paid for him to enter divinity school. Here he begins to not only study different things at divinity school, but he begins to attend multiple church services. He attends services in all denominations of the Protestant religion. He attends Catholic services and also attends Jewish services. Theo writes to him, *'You really must have a rest. You are going to eight different churches on a Sunday.'* He writes back saying, *'Well, I know I am supposed to be a Protestant but do you really think that other people have a different God?'* This is really very fascinating in light of a sectarian upbringing he had when you were not supposed to speak to Catholics.

He also begins to attend sermons given by the Reverend Eliza Laurillard – who was a man. Eliza is a female name in English but in Dutch, Eliza, is a man. Laurillard wrote one of Van Gogh's favourite books, *'No day without God,'* - 1869. Laurillard teaches the notion that God is nature, nature is beauty, art is worship and artists are preachers; and you get the first inklings in Van Gogh's mind presumably that art and religion are interchangeable because they both reach out to people and enter their souls.

He writes to Theo on 18 August 1877: *'Wrote a text in which all of the parables are listed in order, the miracles and so on and I am also doing the same in English and French, expecting Latin and Greek to be added later on, may it come to pass! During the day I am busy studying for Mendes [his divinity teacher], and so work on it late in the evening or, for example, today until late at night and in the morning. Having been in England and France for so long, it would not be right if I didn't gradually master the languages more thoroughly and at least keep them up, it is written: polish it ceaselessly and polish it again.'* Now that little phrase, 'Polish it ceaselessly and polish it again', is taken from [Nicolas Boileau Despréaux](#), [L'art poétique](#), which itself is paraphrased from Horace's, *Ars poetica.* So his letters are filled with these clever little references that he expects his family to pick up because the whole family is equally literate in four languages.

On 19 November, he writes to Theo, *'The preparatory studies (i.e. those preceding the actual theological study and practice in teaching and speaking), more or less comes down to the history, languages and geography of Greece, Asia-Minor (which would be taken to include Palestine) and Italy. So I have to study*

*these just as diligently as a dog gnaws a bone. And similarly I should like to know the languages, history and geography of the northern countries, i.e. those around the North Sea and the English Channel.'*

Despite this interest in new languages and his passion to become a missionary, he drops out of divinity school after several months. The story goes that he could not cope with formal education and this will dog him throughout his life. Later he drops out of every art school he enters when he decides to become an artist. He cannot take formal training anymore – he is too intelligent – too in another place, which I hope you have an inkling of from what I have already said.

He tells Theo his real reason for dropping out of divinity school on the 21ˢᵗ September, 1883, (he is looking back to 1877), and he writes: *'You know that I, who have learnt other languages, could have managed to master that miserable little bit of Latin etc., but I said I couldn't cope. This was an excuse, because I did not want to tell my protectors that I regard the whole university (or at least the Theology faculty) as an unspeakable mess, a breeding ground for Pharisees. I tried to prove I did not lack courage by going to the Borinage, where life was moist certainly much harder for me than it would have been had I become a student.'*

It was while he was studying Divinity in Amsterdam that he creates the first work that we see in the exhibition [*Van Gogh, Seasons – currently exhibiting at the NGV*] and it is this beautiful colour copy after one of those prints he has been collecting during his time with Goupils. He is not yet an artist, he is just filling in evenings at home, but what a remarkable talent it is to take a black and white lithograph and turn it into a brown and green watercolour. There is something going on that is quite different from the way that other people would copy.

He has dropped out of Divinity school because he is developing his own particular take on Christianity and it is a rather manic and Asperger's one. Because he does not have a Divinity degree, he cannot work as a minister but he gets a very lowly pay, almost a non-pay, as a lay preacher in the coal mining Borinage district of Belgium, known at the Pays Noir, the black country where you can see the steel works and the coal mine are right in the centre of town. It is true Dickens. It is worse than the worst of the worst of Dickens and here he becomes obsessed with trying to reach out to these people.

He writes now to Theo that he has given up all of his other reading in the Borinage. He only will read Thomas à Kempis's, *'The Imitation of Christ',* and John Bunyan's, *'The Pilgrim's Progress'*. During this strange period when he is trying to reach out to the local people, he is trying to channel Thomas à Kempis and become a Christ-like figure himself. He goes to bizarre extremes in order to relate to these impoverished mining people.

In-order-to supposedly relate to them, Van Gogh now decides to become a mendicant and to indulge in mortification of the flesh. He gives away all of his clothes, his possessions, his money and goes barefoot. He does not cut his hair or beard, he does not wash, he barely eats and he sleeps outside in the snow. He thinks he is relating to these people, they think he is a freak and they lobby to have him removed from his post as their local preacher. So, he gets fired, again!

He has been fired from the art business, fired from the bookshop business and now he has been fired from the religious business and he writes to Theo on 24ᵗʰ June 1880 from a village in the Borinage, *'It is true I have lost several people's trust, it's true that my financial affairs are in a sorry state, it's true that the future is not a little dark, it's true that I could have done better, it's true that just in terms of earning my living I've lost time, it's true that my studies themselves are in a rather sorry and disheartening state, and that I lack more, infinitely more, than I have. But is that called going downhill, and is that called doing nothing? … To name one passion amongst others, I have a more or less irresistible passion for books, and I have a need continually to educate myself, to study, if you like, precisely as I need to eat my bread. You'll be able to understand that yourself. … Instead of giving way to despair, I took the way of active melancholy as long as I had strength for activity, or in another words, I preferred the melancholy that hopes and aspires and searches to the one that despairs, mournful and stagnant. So I studied the books I had to hand rather seriously, such as the Bible and Michelet's La Révolution française and then last winter, Shakespeare and a little Victor Hugo and Dickens and Beecher Stowe, and then recently Aeschylus.'*

It is at this point in August, 1880 that Theo writes to him saying: *'OK you failed at everything but you are not a failure. You have been collecting art prints for years and sending us home beautiful little watercolours. You love art, why not try your hand at being an artist?'* And then the light goes off and he remembers Eliza Laurillard preaching that art can also be in the service of God and he feels that he can serve his missionary path by reaching out to people through the language of art. It is at this point onwards that Theo realizes that he has taken away from his elder brother his capacity to earn a living; so from now on Theo sends a monthly salary to his brother for the rest of his life. So it is a myth that Vincent is ever

poor, he is only poor in the Borinage when he had given everything away. He has always got enough to pay the rent, to go out to restaurants, to buy alcohol and to buy art materials, of course.

Van Gogh now moves to The Hague, where he gets training in still-life painting from a cousin by marriage, the celebrated artist, Anton Mauve and he sets about first of all teaching himself drawing French drawing instruction manuals, doing hundreds and hundreds of figures and townscape drawings, beautiful examples of which you will see in the exhibition. He writes to Theo two years into this new career, trying to become an artist. He writes on 16th May 1882: *'Now these last months I have had more expenses, but I've had to settle in, and I ask you: are these expenses unreasonable or excessive? Especially since you know what else was involved. And how often in those long years I had much less than 100 francs. And if I sometimes had expenses because of travelling, have I not improved my knowledge of languages and developed my mind? Was that money down the drain?'*

It is in The Hague that he begins to move away from his religious reading of Thomas à Kempis and John Bunyan and he now discovers French naturalism and above all he discovers Emile Zola. On 6th July, 1882, he writes to Theo: *'In 'Une page d'amour' by Emile Zola I found several townscapes painted or drawn in a masterly, masterly fashion, entirely in the sentiment of the simple passage in your letter. And that small book by him is why I'm very definitely going to read everything by Zola, of whom I had only known a few fragments up to now.'*

Van Gogh is a very obsessive character and he does now read the complete works of Emile Zola, just to add those to his portfolio. He is now developing as a painter and during this early period as a painter he is obsessed with working in autumnal colours, as autumn is his favourite season at this time, and he does wonderful riffs such as his 17th century Dutch landscape painting - these are homages to his favourite artist, Rembrandt.

Theo is writing back, meanwhile saying could you put a little more colour into your works – I can't sell these paintings in Paris. Now it is worth noting, that in exchange for Theo's monthly payment, Vincent sends Theo every single thing he does so Theo is stockpiling this huge inventory. In Van Gogh's eyes, he is not sponging off his brother, it is a trade, Theo is buying his life's work. That is a healthy way of looking at it rather than "oh, poor Theo is paying for everything and getting nothing out of it".

In December 1883, he leaves The Hague and moves back in with his parents who have now moved to another Protestant parsonage in Nuenen. Once again, his father is in charge of a small Protestant community in a very large Catholic town. Van Gogh lives with them from December 1883 to March 1885 and for his parents, this is a total nightmare.There are not many winter paintings by Van Gogh because it was too cold to paint outside (he painted mostly outdoors). Here he now fights with his father every single night bringing the liberal ideas of Emile Zola into the household. In 1883, his Christmas present to his father is to say, I am now an atheist which is not a good Christmas present to a Protestant minister. The fights continue on a daily basis until March 1885, when his father dies of a stroke and Van Gogh's mother and sister accuse him of killing his father by the stress he has caused with all of the arguments. Van Gogh is horrified by this, of course, and eventually leaves Nuenen. He stays there for a while, finishing his famous *Potato Eaters* but then he says goodbye to Nuenen and he says goodbye to the Dutch language with this painting in 1885 where he paints his father's Bible and next to it, he paints *La joie de vivre* by Emile Zola and the candle is snuffed out. His father's language, Dutch and his father's religion is finished for him. He is now a French reading and French speaking atheist and there is no going back.

In November, 1885, because he has been told to get out of the house by his mother, he goes down to Antwerp and he enrols in the Royal Academy there and takes some drawing classes but this is not a success as he cannot cope with instruction, so he storms out after a couple of months. But he is living down at the docks and it is there that he discovers Japanese prints and he now gets an idea into his head. Previously when Theo had been writing to him saying that he was selling works by Claude Monet, have you heard of the Impressionists, can you give me more colour. He has written back that if brown and black and bisque and ochre are good enough for Rembrandt, they are good enough for me. But now, a lightbulb goes off and he writes excitedly to Theo, *'At last I understand what you are saying about colour. Have you discovered these Japanese prints? I have just bought dozens of them and I have wallpapered my room with them.'* He is buying them for only about 40 cents which is incredible. From now on, he will have a passion for anything to do with Japan.

He does not study the Japanese language but he does read everything that is published about Japanese art and his favourite periodical from 1888 to his death in 1890 is *Le Japon Artistique* published by Siegfried Bing. In Paris, where he now goes, he visits Siegfried Bing's shop about which he writes to his mother and sisters (with whom he has reconciled a bit) that Siegfried Bing has over 10,000 Japanese prints in his store room and he spends his weekends just rummaging through them. He writes of how he would select a bunch of Japanese prints and then take them up to Bing, who would picked out the ones he wanted to keep and let Van Gogh keep the ones he did not like. He develops an ongoing collection of Japanese

prints. There are now 450 in the Van Gogh museum that belonged to Van Gogh; of course he had many more, but 450 of the ones he actually bought still survive.

He is a strange man who makes instantaneous decisions and on 28th February 1886, he decides to take the train from Antwerp to Paris. That afternoon he writes to Theo. He has given no warning he is coming, he sends a telegram saying that he was sitting in the Louvre, and to come and get him.

Theo has to leave work, collect his brother, and they move into Theo's little apartment. Theo is of course moderately wealthy but he is single so he does not have a huge place. First of all, they lived together in a little apartment and then Theo said that it was ridiculous, so he got a luxury four bedroom apartment in Montmartre, just around the corner from the Moulin Rouge and Moulin de la Galette nightclubs and Le Chat Noir cabaret. Here Van Gogh begins to enter into French society and also enrols in art classes where he meets, amongst others, Toulouse-Lautrec and he also meets the Australian painter, John Russell, formerly known as John Peter Russell.

Van Gogh forms a fast friendship with the Australian, John Peter Russell and he will speak to him in English and French and he will write to him in both English and French – a page from a letter 17th June 1888, *'My dear Russell, for ever so long I have been wanting to write you - but then the work has so taken me up. We have harvest time here at present and I am always in the fields and when I sit down to write, I am so distracted by the recollections of what I have seen that I leave the letter. For instance, at the present occasion I was writing to you, and going to say something about Arles as it is – and as it was in the old days of Boccaccio.'* So he is not just writing in English, and faultless English, but he is also expecting John Russell to know that Giovanni Boccaccio spent time in Avignon in 1354 and 1365 and that he had written about the Roman Tombs in Arles. The rest is history.

In Paris, he begins to paint Parisian scenes. At first, you can see, he resists the new colours, still clinging to autumnal tones of his beloved Rembrandt but then using the Japanese prints as a guide and using the motif still-life he gradually forces himself to grow as a colourist. He then visits the eighth and last Impressionist exhibition in May of 1886 and then in June of '86 he sees a huge show at the Georges Petit gallery by Claude Monet. You can see the impact of Monet on his art. He meets the young painter Emile Bernard painting in the streets of Paris and Bernard encourages him to be more experimental, a world away from his early years. He also meets Paul Signac who teaches him the principles of neo-Impressionism as you see in fabulous works in the exhibition.

Towards the end of 1887, he realises that he is now free, he has reinvented himself and we have an extraordinary self-portrait that closes the exhibition, which I think is rather nervous and hesitant as much as it is vibrant and electric. He seems to be looking in the mirror saying - am I completely bonkers? No-one else is painting like me now, I am going on this bizarre direction. I can't stop myself from doing it – I just have to follow it. And follow it, he does.

He visits Georges Seurat in February 1888, in the morning, and that afternoon, he jumps on a train and goes to the South of France. He arrives in Arles and is looking for the hot colours of Japanese woodblock prints. He thinks it is always summer in Japan, for some reason. When he arrives in Arles, it is covered in snow and he is slightly bewildered but after a couple of weeks the snow melts away and the first blossoms come out and we have his first great campaign of blossom paintings. It is the real heat in the first summer in Arles that changes Van Gogh's life forever. He has been raised in the Netherlands, in England and in Paris where it is not really hot in summer, and suddenly he is in the blazing sun and sweating for the first time. Imagine him painting a wheat field with his shirt off and his shoes off and his feet in the rich soil. Now something extraordinary is happening. He has left behind his Christian view of the world and now has moved into a notion of pantheism and this creates a different style as he is feeling that every blade of grass, every leaf, every stream, every cloud has its own spirit and life force. He stops painting solely with a brush and he starts to squeeze the paints from the tubes with two hands and you get the most extraordinary paintings in this first summer of 1888 which are filled with a crackling life force.

You all know that he has a break-down because of his intensive work and moves into St. Paul asylum near Saint-Remy, but his work does not stop. He continues to do extraordinary paintings when he is well enough and that notion of pantheism and swirling life force and the electricity of nature just continues in an astonishing barrage of works, which are the greatest works of art to come out of the 19th Century.
He checks out of the asylum after a year, goes back to Paris, spends two days with Theo, visits Theo's new wife Johanna and their little baby Vincent who is named after him. Then he moves to Auvers-sur-Oise, where he only lives 70 days but he paints one great painting every day during those 70 days. He has another nervous breakdown and shoots himself in the chest on the 27th July 1890 and he dies in Theo's arms on the 29th July 1890. Theo dies 6 months later from grief and medical complications and the two are buried side-by-side in the Auvers-sur-Oise.

I hope that gives you an insight into Van Gogh, not as an artist, but as a man of language and literature. Thank you!

# MLTAV Language Leaders Networking Dinner 16 August 2017

## MLTAV Language Leaders Networking Dinner
### BOOK NOW!

### WEDNESDAY 16 AUGUST 2017

*Guest Speaker panel
of experts on Pathway options:
opportunities & challenges*

MLTAV

*Graduate House, 220
Leicester Street, Carlton*

*16 August 2017
7.00pm*

**Language Leaders Networking Dinners are about bringing together School Language Leaders, Principals / Vice-Principals from across all sectors in an informal, released setting to network and engage with guest speakers with expertise in leadership. The next event is scheduled for Wednesday 16 August, 7pm at Graduate House, 220 Leicester Street, Carlton.**

### Title

### *VCE, VET and IB as Pathways: Opportunities and Challenges*

Listen to, and engage with a Panel of experts on the Victorian Curriculum, VET and IB pathway options and the opportunities and challenges of each.

**Cost to attend the dinner:** $75 (inc. GST) per person. Includes: guest speaker panel; two-course meal; non-alcoholic drinks, (bar drinks available at own expense) and a certificate of participation for attending. This is a unique, information networking opportunity!

**TO REGISTER:** Please email Kerry O'Connor - **info@mltav.asn.au** REGISTRATIONS CLOSE - Monday 14 August.

### Register NOW to avoid disappointment!!

# Conference Session Handouts and Sample Presentations

Conference session notes and handouts are now available for download from the MLTAV website www.mltav.asn.au, from the Professional Learning / Conferences - Workshops section via the main navigation area on the homepage. We have selected a few of the session notes / handouts to showcase in this edition of Languages Victoria.

## Jade Cleave - Effective and Engaging Formative Assessment Through ICT

**Biography:** Jade began studying Japanese as a secondary school student, and has developed a passion for Japanese language and culture ever since. After graduating with First Class Honours in Japanese from Curtin University in 2011, she completed a Graduate Diploma of Secondary Education at Curtin University in 2014. At present Jade teaches Japanese and Humanities to Middle School students at Haileybury, where iPad use is a core element of every class. She has long been passionate about ICT from a personal and professional perspective, and is highly motivated to utilise technology in the classroom to enhance student learning and engagement.

**Session blurb:** ICT is an increasingly essential element of the language classroom and when used effectively, can be a valuable tool in undertaking formative assessment with students. A wide variety of ICT-based formative assessment tools are available online today, each with their own benefits and limitations. Jade's session covered a select number of these ICT-based tools (e.g. Kahoot, Quizlet, Keynote, Online Exam Builder) to explore the capabilities of each tool, and which of them can maximise student engagement while providing useful formative assessment data for teachers.

**Conference Presentation Resource:**



**Effective and Engaging Online Tools for Formative Assessment**

Jade Cleave – Haileybury
MLTAV Conference 2017

**Overview**

- Wide range of ICT **formative** and **summative** assessment tools available online today
- Important to consider which of these tools best meets the **needs** of you and your students
- Each of these tools have **benefits** and **limitations**
- You may be familiar with some of these tools – today we will explore some **alternative functions** that you may not have previously considered

**By the end of this session...**

- A summary of the capabilities/functions of each tool
- Learn how the featured tools can be used to conduct **formative assessment**, as well as some **engaging** features of these tools
- Learn how to gather **data** from each of the featured tools to inform teaching

**Overview**

How can these tools assist with **formative assessment**?

- These ICT platforms can provide an **engaging** means of formative assessment
- Effective use of these tools can assist teachers in **identifying strengths** and **weaknesses** in student knowledge throughout a unit of work
- Teachers can collect **student data** from these tools to modify instruction to **prepare** students for summative assessments

## Which tools will we cover today?
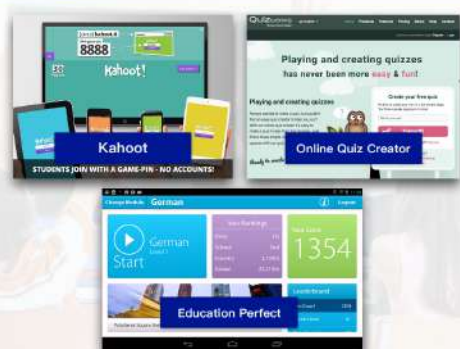


## Which tools will we cover today?



How can I conduct **formative assessment** using this tool?

How can I gather **student data** from this tool?

Demonstration

## Kahoot – Overview

Teachers sign up and create at **http://getkahoot.com**

Students access at **http://kahoot.it**

App available – also browser friendly

No student sign–up required, although students can sign up to create their own quizzes

100% free to use!

## Kahoot – Overview

- MCQ–based gamified quiz – individual/team modes
- Points allocated for each correct answer depending on the **time taken to answer**
- Students use their device (iPad, tablet, laptop) to access quizzes using a randomly–generated **pin code**
- Students identify themselves with their real name or a nickname depending on your instruction
- **Leaderboard** is displayed in–between each question
- Amount of **time allowed** to answer each question can be adjusted from 10 to 60 seconds
- **Images** can be used to accompany questions
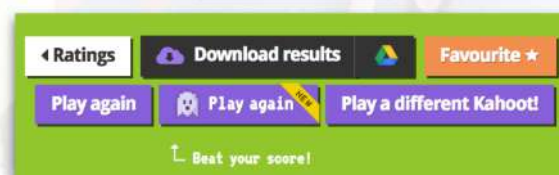
## Kahoot – Formative assessment

Ghost Mode

- Once a Kahoot is finished, the option is given to **replay** the same Kahoot
- Students aim to **beat** their **original scores**
- **Reinforces** content through **repetition**
- **Motivates** students to improve on their previous score
- Ideal to at the **beginning** and again at the **end** of class, or to **compete** against another class
- **Recent Results** can be accessed anytime to replay any past Kahoot in Ghost Mode, and to share results

## Kahoot – Formative assessment

Ghost Mode



These options will appear as soon as you have finished a Kahoot quiz, giving you the option to play again in **Ghost Mode** immediately

## Kahoot – Formative assessment

Ghost Mode



Original scores will then appear with the **Ghost Icon** when playing in Ghost Mode so that students can identify how they are tracking against their original performance

## Kahoot – Formative assessment

Ghost Mode



To play the Ghost Mode version of a previously–played Kahoot, click on the '**View all of your results**' button underneath '**Recent Results**' on the Kahoot home page

## Kahoot – Formative assessment

**Ghost Mode**

**My Results**

You can now click on the purple '**Play again**' to launch your chosen Kahoot in **Ghost Mode**

## Kahoot – Formative assessment

**Ghost Mode**

**My Results**

You can also share your previous results to create some friendly competition between classes!

## Kahoot – Formative assessment

**Kahoot Jumble**

- A new feature to Kahoot – students need to **reorder** words or characters into the **correct order**
- Results after each question indicate the **percentage** of students who **responded correctly**
- Great tool to reinforce **sentence structure**

## Kahoot – Formative assessment

**Kahoot Jumble**

**Create a new kahoot**

**Quiz**
Introduce, review and reward

**Jumble**
Brand NEW game

**Discussion**
Initiate and facilitate debate

**Survey**
Gather opinion and insight

Create a new **Jumble Kahoot** by selecting the yellow button on the Kahoot home page

## Kahoot – Collecting data

- At the end of each Kahoot quiz, students can give instant feedback on the quiz – great tool for gauging difficulty and engagement

Rate this quiz!

'Did you learn something?'

'Do you recommend it?'

'How do you feel about the quiz?'

## Kahoot – Collecting data

- You can also **download** a breakdown of results for student responses to each question as an **Excel spreadsheet**, or save the results to **Google Drive**

**My Results**

## Online Quiz Creator – Overview

Teachers sign up and create at
http://onlinequizbuilder.com

Students access through **teacher-generated link**

No app available, browser-friendly

No student sign-up required, although students can sign up to gain additional features

Free to use, although paid features are available

## Online Quiz Creator – Overview

**Gamified Quiz**
Time based game in which you quickly have to answer as many questions correctly as possible.
My Quizzes ›

**Assessment**
A personality type quiz, good for tests like: What career is right for you? Are you an artist, a born salesman or an engineer?
My Assessments ›

**Exam**
A very serious online exam in which you can pass or fail, used a lot for certification and evaluation purposes.
My Exams ›

**Course**
Create your own online educational course with text, images and video.
My Courses ›

Today we will look specifically at the **Gamified Quiz** feature – a great tool for students to test their knowledge

## Online Quiz Creator – Overview

- Gamified quizzes of up to 15 questions can be created as part of free features
- Advantage of this tool is its **simplicity** – both for teachers creating the quizzes and students accessing/playing
- Students can play without an account, but by signing up they gain access to the **leaderboard** and **additional playing time**

## Online Quiz Creator – Formative assessment

Creating quizzes is straightforward – simply write the question, specify the correct answer as well as three incorrect answers

## Online Quiz Creator – Formative assessment

One you have finished creating the questions, the link located on the **Quiz Dashboard** can be copied and **shared** with students

## Online Quiz Creator – Collecting data

To access **individual** student results (as you would with Kahoot), a **paid account** is required.

## Online Quiz Creator – Collecting data

However, you can gain data about **individual questions** for **free** to identify areas of strength and weakness in student knowledge.

## Education Perfect – Overview

Both teachers and students can access at **http://educationperfect.com**

Optimised for use in app – can also use through a browser

Individual student accounts are required

Subscription required, however a free trial is available

## Education Perfect – Overview

- Comprehensive platform for building, consolidating and assessing content knowledge through **spaced repetition**
- Pre-existing content available for majority of languages – teachers can also **create new content**
- Students can practice vocabulary in a variety of modes (reading, writing, listening, speaking)

## Education Perfect – Formative assessment

- **Assessment tasks** are assigned in the same manner:

## Education Perfect – Formative assessment

- **Homework tasks** can be assigned to either whole classes or individual students based on content lists
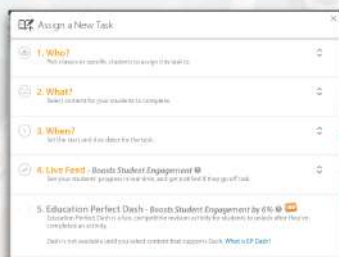
## Education Perfect – Formative assessment

- **Assessment tasks** are assigned in the same manner:
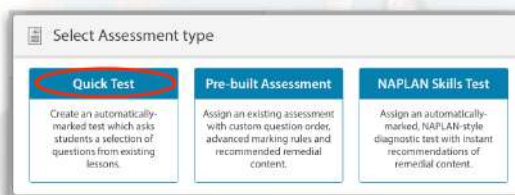
## Education Perfect – Formative assessment

- **Education Perfect Dash** is a new function in which students can compete against themselves or other students to revise vocabulary
- Students need to answer up to 20 translation questions as quickly as possible
- Students can use this function as part of their **homework** tasks to improve **engagement**

## Education Perfect – Collecting data

- Detailed **reporting** on **student usage** and performance data can be accessed for individual students, whole classes, or for certain content areas
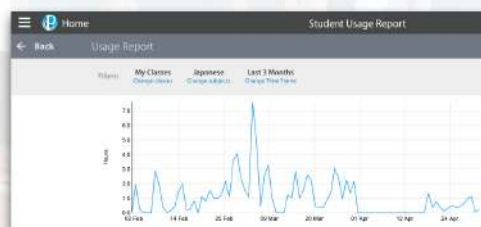
## Contact Details

**Thank you for your participation!**

- jade.cleave@haileybury.vic.edu.au
- Please feel free to contact me anytime if you have any **queries** about the tools features in today's presentation, and/or information about **promotional codes** for **Education Perfect**

# Maree Dellora - Assessment in the Victorian Curriculum: Languages

**Biography:** Maree Dellora is currently the Manager of the Languages Curriculum Unit in the Victorian Curriculum and Assessment Authority (VCAA). As part of this role she has managed a wide range of Language curriculum projects including the production of F-10 curriculum materials, the development of new VCE Language studies and the quality assurance of VCE assessments. She worked with the team that produced standards and protocols for the teaching of Victorian Aboriginal Languages and is collaborating on a project to support their implementation in Victorian schools. Maree has worked as a teacher of Spanish, French and English as an Additional Language, Head of a Languages Faculty, Area Manager in the Victorian School of Languages, regional curriculum consultant and interpreter

**Session blurb:** This session offered an overview of the assessment requirements for the new Victorian Curriculum: Languages. Maree discussed some strategies for using the achievement standards to assess student progress across the two Languages strands (Communicating and Understanding) and the eight sub-strands. Consideration was given to possibilities for including aspects of the four capabilities and the cross curriculum priorities in Languages programs.

**Conference Presentation Resource:**



**Assessment in the Victorian Curriculum: Languages**

**MLTAV Conference 2017**

**Presenter: Maree Dellora**

Victorian Curriculum Foundation-10



## Assessment of Language Learning

- Assessment is sometimes designed to improve students' learning and at other times to rank them or certify their competence
- Assessment activities help learning if they offer feedback to pupils to assess themselves and other students
- Assessment can also be used to modify the Language teaching and learning activities
- Effective assessment helps raise levels of student achievement in the target language

Victorian Curriculum Foundation-10



## Assessment

When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative.

- Robert Stake, University of Illinois

Victorian Curriculum Foundation-10



## Online Language Tests (LPA)

- The VCAA will release of a set of Language tests for teachers implementing the Victorian Curriculum
- A suite of quality online languages assessments.
- Called Languages Proficiency Assessments (LPA)
- To test students' language reading and listening skills, and offer teachers diagnostic information for students' areas of need
- Tests will be for beginner, intermediate and advanced levels in eight languages
- Provided for Chinese (Second Language and Background Language Learners), French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish
- All schools, will be able to access the LPA free of charge.

*http://www.vcaa.vic.edu.au/Pages/correspondence/bulletins/2017/bulletin2017.aspx#mar*

Victorian Curriculum Foundation-10

## Overview of the Victorian Curriculum

| Learning Areas | Capabilities |
|---|---|
| • The Arts<br> o Dance<br> o Drama<br> o Media Arts<br> o Music<br> o Visual Communication Design (7-10)<br> o Visual Arts<br>• English<br>• Humanities<br> o Civics and Citizenship<br> o Economics and Business<br> o Geography<br> o History<br>• Languages<br>• Health and Physical Education<br>• Mathematics<br>• Science<br>• Technologies<br> o Design and Technologies<br> o Digital Technologies | <br><br><br><br>• Critical and creative thinking<br>• Intercultural capability<br>• Ethical capability<br>• Personal and social capability<br><br><br><br><br>• 8 learning areas<br>• 4 capabilities |

**Victorian Curriculum** Foundation–10

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# Cross Curriculum Priorities

• Aboriginal and Torres Strait Islander histories and cultures,
• Asia and Australia's engagement with Asia and
• Sustainability

These are embedded in the learning areas and capabilities, not represented as separate components of the curriculum

**Victorian Curriculum**

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## Capabilities in the Victorian Curriculum

**Critical and creative thinking**
• Questions and Possibilities
• Reasoning
• Meta-Cognition

**Ethical capability**
• Understanding Concepts
• Decision Making and Actions

**Intercultural capability**
• Cultural Practices
• Cultural Diversity

**Personal and social capability**
• Self-Awareness and Management
• Social Awareness and Management

**Victorian Curriculum** Foundation–10

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## The Victorian Curriculum: Languages

The Languages curriculum focuses on both language and culture, and students

• reflect on language use and language learning
• learn to communicate across linguistic and cultural systems
• extend their literacy repertoires
• strengthen their understanding of the nature of language
• develop intercultural skills and understandings
• develop openness to different experiences and perspectives

**Victorian Curriculum**

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## Sequences of learning
## in the Languages Curriculum

Different entry points into language learning across F–10
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

**Victorian Curriculum** Foundation–10

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## Language - specific curricula

| Language category | Language specific curricula | |
|---|---|---|
| Roman Alphabet Languages | French<br>Indonesian<br>**Spanish**<br>**Vietnamese**<br>(Generic) | **German**<br>Italian<br>**Turkish**<br>Roman Alphabet Languages |
| Non-Roman Alphabet Languages | **Arabic**<br>**Hindi**<br>Non-Roman Alphabet Languages (Generic) | **Modern Greek**<br>**Korean** |
| Character Languages | Chinese | **Japanese** |
| Classical Languages | **Latin**<br>**Classical Languages Framework** | **Classical Greek** |
| Sign Language | **Australian Sign Language (Auslan)** | |
| **Victorian Aboriginal Languages** | | |

**Not mandated until 2018**

**Victorian Curriculum** Foundation–10

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## Strands and sub-strands

**2 strands and 8 sub-strands**

| Strand | Communicating | Understanding |
|---|---|---|
| Sub-strands | Socialising | Systems of language |
| | Informing | Language variation and change |
| | Creating | The role of language and culture |
| | Translating | |
| | Reflecting | |

**Victorian Curriculum** Foundation–10

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## Content descriptions and elaborations

**Content descriptions**:
• explain what is to be taught
• are found within each sub-strand

**Achievement standards**
• describe what students are able to understand and do and are the basis for reporting student achievement.

**Elaborations are:**
• are non-mandated, advisory examples of how the curriculum may be transformed into a classroom activity or learning opportunity

**Victorian Curriculum** Foundation–10

## Planning a program

The aim is for the teaching and learning program to integrate the content descriptions into 'topics'/units of work.

An integrated approach across a range of learning areas can provide valuable contexts for student learning.

## Curriculum

- provides a continuum defining increasingly complex knowledge, skills and concepts
- each school develops the teaching and learning program - **how** the curriculum is delivered

## Achievement standards

- Achievement standards as a continuum of language learning, not an age-determined set of expectations
- F–10 Sequence: the first achievement standard for Languages is provided at Foundation–Level 2 and then at Levels 4, 6, 8 and 10.
- 7–10 Sequence: the first achievement standard is provided at Level 8 and then at Level 10
- Reporting to be against the achievement standards
- Using assessment to adjust teaching

## Demonstrating achievement of standards

- The achievement standards outline what the student is *able to do*
- Students *demonstrate* what they are able to do through the products they present for assessment

## Assessment

Rubrics:
- provide descriptions of observable characteristics of performance in an assessment task
- make explicit what is being looked for and valued as evidence of successful learning

## Demonstrating achievement of the standards

- Rubrics or assessment criteria can be developed from the achievement standards
- Units of work will probably address a number of aspects of the standard at any given level

## Assessment of language

- Assessment to be part of program design
- Give students clear criteria (rubrics)
- Students discuss assessment criteria
- Collect evidence over time from a range of activities and sources
- Important to monitor every student's progress along the Language continuum

## Whole School Planning

**Four levels**
- **School:** summary of the whole curriculum reflecting the school's policy, goals and vision
- **Curriculum area:** sequencing key knowledge and skills across the years of schooling
- **Year level:** program from a student perspective enabling connections across the curriculum
- **Unit/lessons:** specify content and achievement standards, assessments and activities to ensure all students progress

## Importance of curriculum planning

**By Unit / Lessons**

Does the unit plan/sequence of lessons:

- specify the content descriptions addressed in each unit/sequence of lessons?
- specify the achievement standards addressed in each unit/sequence of lessons?
- include the resources and activities used to develop knowledge and skills?
- provide for a range of student abilities?
- specify the assessments used to monitor and progress student learning?
- provide guidance about the approximate time required for the unit/sequence of lessons?

http://curriculumplanning.vcaa.vic.edu.au/sat/self-assessment-tool

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## VCAA Curriculum Planning website

- The Curriculum Planning website offers a range of resources to support planning and documenting the curriculum.

- It includes a self-assessment tool and a suite of curriculum planning examples for both primary and secondary schools.

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## Curriculum planning website



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## Curriculum mapping

- Could begin by mapping the current school languages program against the new Victorian Curriculum

**http://www.vcaa.vic.edu.au/pages/foundation10/f10index.aspx**

- Mapping templates support teachers to identify where content descriptions and achievement standards are being explicitly addressed within the school's teaching and learning program.



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## F-10 curriculum planning and reporting guidelines

- provides guidelines on reporting of student achievement against a whole-school teaching and learning plan.

- Schools have the flexibility to determine, in partnership with students, and parents, the timing and format of their reports

http://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF-10CurriculumPlanningReportingGuidelines.pdf

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### Victorian Curriculum - Italian Levels F - 2

| Communicating Content description | Content elaborations |
|---|---|
| Socialising Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song | Socialising<br>- contributing to collective activities such as creating a class vegetable garden or photo display of a recent excursion or visit, by labelling and illustrating<br>- contributing to guided, shared decisions, such as about a classroom display or a class party, for example, mi piace il rosso; io porto i biscotti<br>- playing games, for example, counting games, sorting and order games, number games, tombola<br>- making simple choices, based on given options, for example, Vuoi leggere questo? Giochi dentro o fuori? |

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### Achievement Standard:
### Extract from Level F – 2 Italian

**Communicating strand**

By the end of Level 2, students use Italian to communicate with their teacher and peers through action-related talk and play. ……..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……….

---

### Victorian Curriculum - Chinese Levels 3-4

| Communicating Content description | Elaborations |
|---|---|
| Socialising Interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tones (VCZHC017) | Socialising<br>- giving personal information, facts and opinions in response to questions about people and aspects of daily life such as pets (我的狗很可爱), interests, routines and activities<br>- expressing opinions and commenting on personal experience using familiar expressions (for example, 很棒。太好了。我不喜欢…), and turn-taking (该你了) in class games<br>- contributing to class activities by asking for (我可以…吗？) and giving permission (可以), apologising and excusing (对不起), raising hand and using phrases such as 老师，我不懂 to request assistance in learning activities<br>- initiating conversations in familiar social contexts by greeting participants and introducing themselves (for example, 你好，我叫James，我八岁，我住在悉尼), displaying appropriate social manners to enhance communication |

## Extract from Levels 3/4 Chinese Achievement Standard: F- 10 sequence

**Communicating strand**

By the end of Level 4, students

use spoken and written Chinese in simple personal interactions with familiar participants about self, family, people, places, routine, school life, and their own interests and preferences, for example, 你叫什么名字？你上几年级？你有狗吗？你喜欢什么运动？They use appropriate pronunciation, tone, gesture and movement and some formulaic expressions. They use modelled questions to develop responses, for example, 你的哥哥几岁？，他是谁？，你住在哪里？，这是什么？



*Victorian Curriculum*

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## Extract From Victorian Curriculum – Spanish Levels 3-4

| Communicating Content description | Elaborations | Spanish Levels 3 – 4 |
|---|---|---|
| **Creating** Create short imaginative texts such as dialogues and stories using modelled language (VCESC133) | • creating simple imaginative texts to share with younger learners of Spanish, such as digital or print storybooks, anagrams or shape poems, using modelled language and digital programs such as Vokis<br>• using gestures, movements and facial expressions to enhance characterisation or effect in the performance of action songs, raps or plays<br>• contributing to shared writing activities such as a class story in response to an event or experience, for example, a visit to the zoo or a virtual visit to a famous place<br>• creating and performing alternative versions of or endings to known stories such as Caperucita verde or action songs, using voice, rhythm and gestures to animate characters<br>• experimenting with sounds, pronunciation and vocabulary to create alternative versions of familiar songs or rhymes learnt in class, for example, 'La vaca loca', 'La serpiente de tierra caliente' | |

*Victorian Curriculum*

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## Extract from Levels 3 and 4 Achievement Standard for Spanish

By the end of Level 4,
Students use modelled sentence structures to compose short original texts using conjunctions such as *a, o, porque* and *pero*, and prepositions such as *a, con, de* and *en*. Students use vocabulary related to school, home and lifestyles (for example, *divertido, alto, gordo, grande*). They use possessive adjectives (for example, *mi libro, nuestro coche*), adjectives (for example, *extraño, fantástico*), singular and plural forms (for example, *el árbol, la cafetería, las pelotas, los mensajes*) and regular verbs (for example, *cantar, correr, vivir*) in simple constructions. When writing, they apply punctuation and capitalisation rules. They use possessive adjectives (for example, *mi libro, nuestro coche*), adjectives (for example, *extraño, fantástico*), singular and plural forms (for example, *el árbol, la cafetería, las pelotas, los mensajes*)…..



*Victorian Curriculum*

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## Extract From Victorian Curriculum – Japanese Level 5-6

| Understanding Content description | Content elaborations |
|---|---|
| Language variation and change Recognise that the Japanese language is both influenced by in turn influences other languages and cultures | **Language variation and change**<br>• exploring how the Japanese language is influenced by other languages and cultures, for example, in relation to food パン、スパゲッティー、クレープ、ハンバーガー、music and sport ミュージカル、ロック、ダンス、サッカー、バスケットボール, and technology パソコン、メール、インターネット<br>• investigating the influence of Japanese language and culture on their own language and experience, for example, by creating a glossary of Japanese words and expressions used in fields such as martial arts ('judo', 'karate', 'sensei', 'sumo'), food ('sushi', 'tofu', 'wasabi') or communication/culture ('haiku', 'anime', 'manga', 'sudoku')<br>• understanding that there are Japanese-speaking communities outside Japan, for example, in Hawaii and South America,……………………….. |

*Victorian Curriculum*

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## Achievement Standard for Japanese: Levels 5-6

By the end of Level 6…. students give examples of ways in which languages both change over time and are influenced by other languages and cultures. They identify words from other languages used in Japanese, such as パソコン、メール、パスタ, and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise, for example, じょうず　です　ね。いいえ。。



*Victorian Curriculum*

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## Victorian Curriculum – French Levels 7 and 8

| Communicating Content description | Content elaborations | 7-10 sequence |
|---|---|---|
| *Socialising*<br><br>*Interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests and express feelings, likes and dislikes.* | **Socialising**<br>• exchanging greetings, wishes and thanks, adjusting language to suit the situation, for example, *Bonjour, la classe! Salut, Marianne, ça va? Bonsoir, Madame Legrand, comment allez-vous? Bonne fête, Solange! Merci bien, Maman…………………*<br>• using present tense high-frequency verbs such as *être, avoir* and *aimer* with adjectives, adverbs and simple formulaic expressions to talk about self and others, for example, *je te présente mon copain, Henri, il est drôle! elle est si douée! Nous voici - la famille Mercier!* | |

*Victorian Curriculum*

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## Achievement Standard: Extract from Level 7 and 8 standard for French (7 -10 Sequence)

By the end of Level 8,…..students use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends. They initiate and sustain conversation by using active-listening skills and responding to others' contributions (*c'est vrai ...; ah oui, en effet ...; pas possible!*). They respond to familiar questions and directions (*Qu'est-ce que c'est? Qui est-ce? Posez la question à ...*), and request help or clarification (*Pardon? Pourquoi? Peux-tu répéter?*). They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as *-r, -u* and *-ille…………...*



*Victorian Curriculum*

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## Victorian Curriculum - Italian Levels 7 and 8

| Understanding Content description | Content elaborations |
|---|---|
| Language variation and change Analyse and understand the dynamic nature of the Italian language, and of languages in general | Language variation and change<br>• exploring the influence of technological change on the Italian language, such as:<br>• the borrowing and adapting of technical terms, for example, cliccare, il mouse, la password, chattare<br>• observing the changes to language when used in abbreviated forms in multimedia communications, for example, 6 = sei, x = per, + = più, - = meno, TVTB = ti voglio tanto bene, ke = che<br>• understanding the influence of other cultures on Italian, for example, the use of borrowed words such as il make-up, il bebé, un tailleur, il wurstel, il krapfen<br>• recognising that Italian is used in diverse communities and that it changes in response to local cultural contexts |

*Victorian Curriculum*

## Achievement Standard: Extract from Levels 7/ 8 Italian
### 7-10 sequence

**Understanding strand**

By the end of Level 8,

students analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture. They reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience, and identify how their response may be shaped by their own language(s) and culture(s).

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### Victorian Curriculum - Arabic Levels 9 and 10

| Understanding<br>Content description | Content elaborations |
|---|---|
| ***Language variation and change***<br>Reflect on the dynamic nature of language, relating it to constantly changing environments and cultural conditions such as contact with other languages and cultures and changing circumstances in local and global contexts | ***Language variation and change***<br>• recognising that language changes over time, for example, by viewing classical and contemporary Arabic films and comparing how certain ideas and concepts are differently represented through the language used<br>• examining how English is influencing and modifying Arabic language use in particular settings, for example, in the entertainment industry, such as in films and television programs; in online contexts; and in language used to express global concepts such as الدّيمقراطيّة، اللّيبراليّة<br>• considering how moving between Modern Standard Arabic and regional dialects reflects personal, social and political histories and changing contexts |

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## Achievement Standard: Extract from Levels 9/10 Arabic
### 7-10 sequence

**Understanding strand**

By the end of Level 10……..students explain how and why variations in Arabic language use relate to roles, relationships and contexts of interaction. Students analyse the ways in which languages change in response to changing environments. They explain how language use reflects thoughts and world views and is shaped by cultural experiences.

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### Capabilities in the Victorian Curriculum
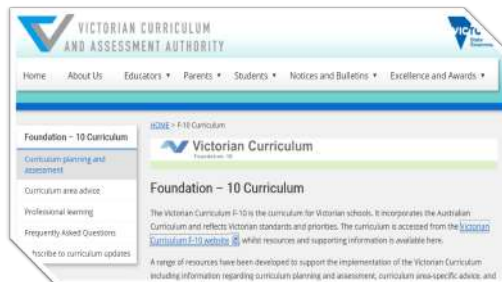
**Intercultural capability  Levels 5-6**

Cultural practices
• Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced
• Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures

Cultural diversity
• Identify barriers to and means of reaching understandings within and between culturally diverse groups
• Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups

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### Capabilities in the Victorian Curriculum

**Intercultural capability  Levels 5 and 6**

**Achievement standard**

By the end of Level 6, students demonstrate an understanding how beliefs and practices can be influenced by culture and explain how intercultural experiences can influence beliefs and behaviours. Students identify the barriers to and means of reaching understandings within and between culturally diverse groups and the ways in which effective engagement with those groups is promoted or inhibited.

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## Locating information



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

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## VCAA websites

**Victorian Curriculum F-10 Resources and Support**
http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx

**Victorian Curriculum F-10**
http://victoriancurriculum.vcaa.vic.edu.au

**Curriculum Planning Resources:**
http://curriculumplanning.vcaa.vic.edu.au/home

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## Contact Details

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9032 1692

# Lauren Gould - CLIL with P-Plates

**Biography:** Lauren Gould commenced teaching Spanish in 2014 and has recently worked at Coburg High School, leading the establishment of the school's first Spanish language program. Lauren was the learning area leader for Spanish during 2016 and oversaw the program's curriculum development for Years 7 and 8. Following the completion of the Bastow Institute's CLIL course in 2016, she implemented an elective CLIL subject in the areas of Spanish and Humanities for Year 9 students at Coburg High in 2017. During the first semester, Lauren experienced many rewards and challenges teaching CLIL. Watching the students' confidence and language skills progress significantly in a short timeframe was particularly rewarding. Lauren used the 2017 MLTAV Conference as an opportunity to share her CLIL journey with other secondary teachers considering a CLIL program.
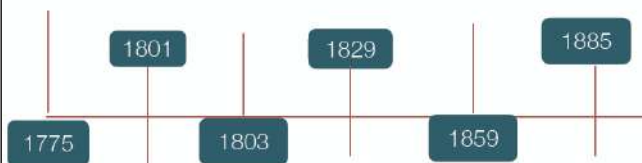
**Session Blurb**: Lauren initially found it difficult to narrow down her key messages for the presentation because there was so much she wanted to share about CLIL. She enlisted help from three supportive colleagues who gave her constructive feedback about her ideas. This was very valuable as it gave her presentation a new direction and refocused her discussion on key steps to consider when preparing a CLIL program. Lauren chose to use the analogy of a marathon race to represent CLIL as a journey and link the presentation together. A key feature of her CLIL lessons were highly-visual Keynote presentations so she used a similar style to demonstrate how they could effectively be used in the classroom. Lauren also included a short demonstration of CLIL including some ideas that participants could take away and apply immediately in their own classrooms.

**Conference Presentation Resource:**

Los inventos de la revolución industrial
Los años 1775 - 1885
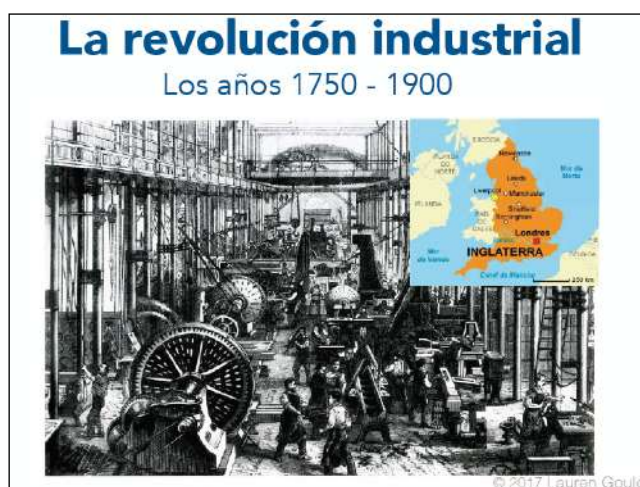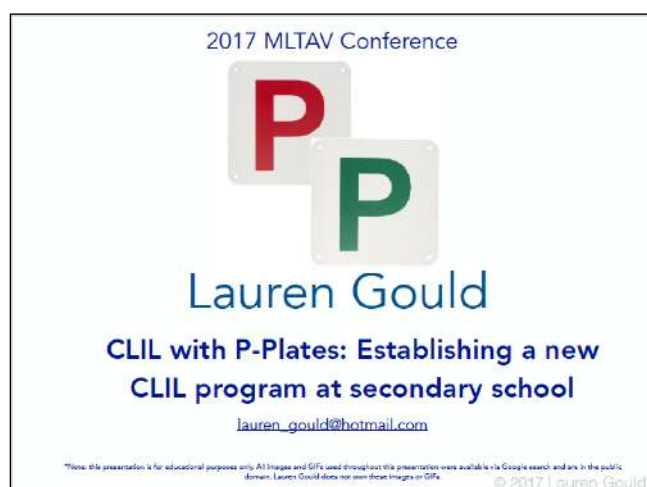


Una cronología: la revolución del transporte

1775 · 1801 · 1803 · 1829 · 1859 · 1885

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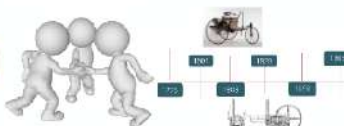
Grupos de 3 personas

1. Mirar
2. Hablar
3. Emparejar

5 minutos

© 2017 Lauren Gould

¿Entiendes?

© 2017 Lauren Gould

¿Preguntas?

© 2017 Lauren Gould

James Watt inventó la primera máquina de vapor

Etienne Lenoir inventó el primer motor de combustión interna

R. Fulton navegó por el río Hudson (Nueva York) en un barco impulsado por vapor

Descripciones de los inventos

George Stephen construyó la primera locomotora de vapor para el uso comercial "Stephenson's Rocket"

Richard Trevithick inventó la primera locomotora de vapor

Karl Benz inventó el primer automóvil que usaba petróleo

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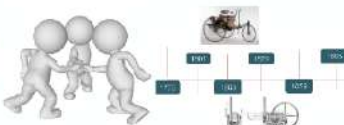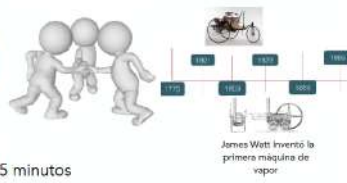
Grupos de 3 personas

1. Leer — James Watt inventó la primera máquina de vapor
2. Hablar
3. Emparejar — James Watt inventó la primera máquina de vapor

5 minutos

© 2017 Lauren Gould

¿Entiendes?

© 2017 Lauren Gould

¿Preguntas?

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**Descripciones de los inventos**

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**Grupos de 3 personas**

1. Leer

James Watt inventó la primera máquina de vapor

2. Hablar

3. Emparejar

5 minutos

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---

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1801

1829

1885

1775

1803

1859

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George Stephen construyó la primera locomotora de vapor para uso comercial "Stephenson's Rocket"

Karl Benz inventó el primer automóvil que usaba petróleo

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**How did you feel during this activity?**

I'm more confused than a chameleon in a bag of skittles.

What type of strategies did you use to make meaning?

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**CLIL in a nutshell**

The aim of CLIL is to deliver a subject in a foreign language.

CONTENT = HUMANITIES
+
LANGUAGE = SPANISH

- 42 Year 9 students chose to study a new elective CLIL subject in 2017 at Coburg High School
- Year 9 cohort: 160 students
- 39% of cohort chose to continue with Spanish (26% CLIL - year long, 13% Hispanic Life and Culture - semester long)
- In Term 1, Industrial Revolution in Spanish
- In Term 2, Making Modern Australia in Spanish and English

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**What can be achieved after one term of CLIL?**

Student videos

How did we get there?

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**Thinking about CLIL**

How will I do assessments?
Will students understand?
I feel nervous and excited
Will the students be able to cope?
Why did I think this was a good idea?
Will I have the Spanish expertise?
Will I be able to keep up with planning?

## Run away. Far, far away.

© 2017 Lauren Gould

## Hold on….

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## Preparing for CLIL: Step 1
### Knowledge and networking

### How did I get ready for CLIL?

- CLIL @ Bastow Institute
- Created language networks
- Looked at programs in other schools
- Identified knowledge gaps
- Read, read, read!

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## Preparing for CLIL: Step 2
### Pitching CLIL to my school

Year 9 "trial" CLIL program
- Humanities/Spanish
- 5 x 75 minute periods per week
- Frequent classes
- Elective format
- Time allowed flexibility and room for modifications
- Deliver content in both Spanish and English
- Format allowed for resource preparation and aimed to minimise teacher burn out

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## Preparing for CLIL: Step 3
### Getting students and parents on board

- No students = no CLIL
- Make school language program fun!
- Strong language program, not isolated
- School community language events
- Find multiple opportunities to promote CLIL

Day of the Dead fiesta

Language Perfect World Championships

© 2017 Lauren Gould

## Preparing for CLIL: Step 4
### Try CLIL before doing the real thing

We have to train before we race!

**Benefits for teacher**
- Teaching everything in Spanish
- Preparing materials

**Benefits for students**
- What is CLIL?
- What does it feel like?
- What will it be like next year?

Get feedback from students - we experienced great success!

I found the CLIL unit really effective. I think it was good for me to use this technique and the process of submerging myself in the Spanish language made me think harder.

I liked how the lessons were entirely in Spanish, they gave an insight into what next year's CLIL classes will be like.

This CLIL unit has made my learning more powerful. The CLIL class challenged me and I learned so much in these classes.

It was really a genius idea from the person who wrote the curriculum to teach this topic to really engage those in the class that are often uninterested in Spanish.

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## Preparing for CLIL: Step 5
### Hold a CLIL orientation session

**CLIL can be a confronting environment**
**Your students may have concerns**

- Run orientation session in English
- Answer student questions
- Reassure them
- Talk to them about their concerns
- Some students may still not fully understand what CLIL is
- Make your objectives clear: start to establish the CLIL classroom you want it to be

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## What type of CLIL classroom is this?

- We are safe
- We are confident
- We encourage each other
- We try to use as much Spanish as possible

I did not slap you

I high fived your face

- We make mistakes
- We work together
- We help each other
- We find different ways to solve problems
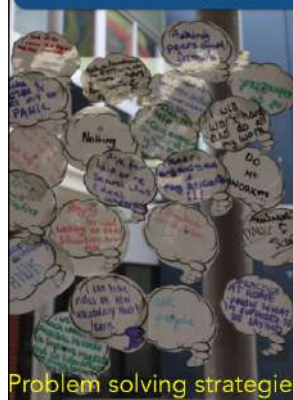
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El objetivo
español
spanglish
inglés
© 2017 Lauren Gould

**Preparing for CLIL: Step 5**
Problem solving strategies

- Reflecting on problem solving strategies

- Goal setting 2017

*What do you hope to get out of CLIL?*

*Two things I am looking forward to in CLIL are …*

Problem solving strategies
© 2017 Lauren Gould

**Preparing for CLIL: Step 5**
Tell your own story and reassure your students

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**Preparing for CLIL: Step 5**
Use humour to build rapport and create a safe space

Um….how am I supposed to write about the Industrial Revolution in Spanish?
#OMG
#totesimpossible
#whydidichoosethiselective

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Am I ready to start CLIL yet?

☑ I have found out more about CLIL
☑ I have networked and made some contacts
☑ I have students, parents, leadership on board
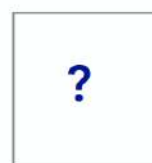☑ I have done a CLIL unit trial run and held an orientation session for students

**L**

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The race strategy: find your coaches

? → You ← ?

CLIL expert & support        Subject expert & support

Find your people!

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Term 1 - we are off and running in Spanish!

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Overcoming your obstacles

- Preparation time is challenging
- Pace yourself and ask for help when you need it
- Reward student effort and celebrate your milestones
- Invite others to observe: positive affirmation
- Collect student feedback for guidance and documentation

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Student feedback before starting CLIL *"I used to think…"*

Student feedback after one term of CLIL *"Now I think…"*

I used to think it would be impossible.

I now think that every challenge in CLIL is going to be worth it in the end.

Visible thinking: Harvard Project Zero
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# Jacquelyn Kirk - Differentiation - Ideas to Challenge Diverse Levels of Language Skills

Head of Languages / Indonesian teacher, Somerville Secondary College

**Biography:** Jacquelyn started teaching in 2003 in a semi-rural school northwest of Melbourne where she taught Indonesian to years 7 to 12. She moved to Indonesia for two years, teaching in an English language school in Cibubur, Jakarta and then in an international school in Bali, teaching a variety of English and Humanities subjects to both primary and secondary students. Since 2012, she has been a part-time Indonesian teacher at Somerville Secondary College teaching across years 7-12. These differentiated tasks and assessments were developed in line with the school's focus on personalisation of learning. They have been used for the past 4 years to cater to the diverse range of abilities, needs and experiences in the classroom, including students with special needs and those requiring extensive support or extension. This workshop has previously been presented at the annual VILTA (Victorian Indonesian Language Teacher's Association) conference.

**Background and session blurb:** Jacquelyn originally offered to run this workshop as a result of having been involved in discussions about the personalisation of learning which everyone was supposed to be doing, however, there was little idea about how to achieve it.

Developing projects and learning tasks that differentiate by ability can be overwhelming with a wide variety of individual needs in a class. Jacquelyn's conference workshop presented some ideas to help teachers differentiate work in a manageable way and to help motivate students ranging from reluctant learners to high flyers – while still following the same curriculum. The workshop included samples of tasks and student work, tips on how to change student perceptions of 'easy' and 'difficult' work, and suggestions for assessment, feedback to students and recording of grades. The samples presented had been used for Years 7 and 8 but could be adapted to any level, including combined senior classes.

**Jacquelyn's story - putting these strategies in a classroom setting:**
I put together this method of differentiation for assessment tasks to fit with a school-wide focus on personalisation of learning. Also to address the needs of a very diverse Year 8 Indonesian classroom.

In particular, I taught two boys who challenged me in different ways. One was a student who never completely gave up the two-year argument about why he had to learn Indonesian. He didn't like school and wasn't confident. He had a low level of literacy and an argumentative nature. In the same class was a high achiever who was confident in all subjects. However, he didn't seek challenges and could do the coursework without too much effort. Between these two extremes were other high achievers and reluctant learners, students with learning difficulties, Aspergers and anxiety, and the ones in the middle who happily do most of the work at a good standard.

My students responded well to this approach. My reluctant learner began to submit work, started to experience success, and eventually, the arguments about learning Indonesian lost their vigour. At the end of the year he even made sure that he had done enough work to pass.

My high flyer was able to demonstrate a Year 9 language standard by the end of Year 8. He still worked quietly but was consistently challenged and learning more independently. He chose Indonesian in Year 9 and continued to achieve highly.
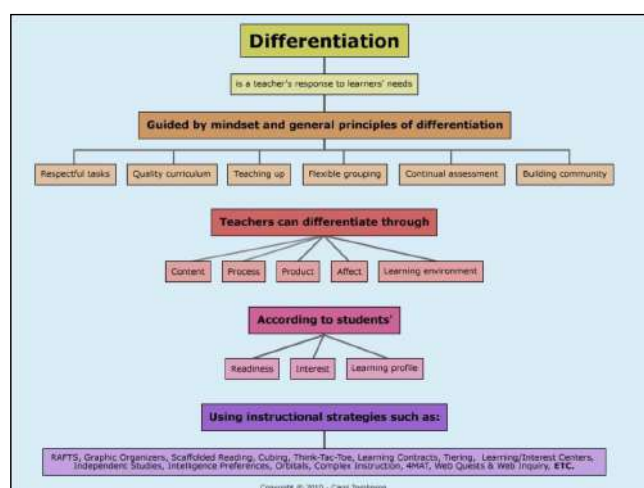
Everyone else surprised me by choosing an appropriate level of challenge and they cared about getting 'a good mark'. They expected to be able to achieve success, liked having a say in their work, sometimes surprised themselves at what they could do and overall, rates of task submission increased. While there are many ways to personalise learning, this strategy meant that I could meet more learning needs more effectively. It allowed opportunity for all students to achieve highly (at their level) and I didn't have to prepare multiple curriculums or completely different tasks.

As with all junior secondary classes it was still a roller coaster, but there were definitely more ups than downs.

**Conference Presentation Resources:**

## Students are motivated by...

- **Success**
- **The activities**

Some also consider such things as...

- Academic value
- Future prospects
- The teacher
- A personal interest
- Etc…

## Respectful Tasks

Students can be working on different tasks simultaneously.

*But* all must be responsive to student needs, and are…

challenging,

interesting,

worth doing.

http://differentiationcentral.com/Dlis.html

## Teaching Up

Raising the 'ceiling' for all students
Maintaining HIGH EXPECTATIONS (not necessarily the SAME expectations)

## PRACTICAL TIP

Plan the task at 'expected level' first, then modify up and down to cater for different levels.

http://differentiationcentral.com/Dlis.html

## Four Levels of Work

**Advanced / Extension**
- High level and/or exceeding standard

**Intermediate**
- At expected standard

**Beginner**
- Low end of expected standard (or below)

**Modified**
- Special Needs (compulsory) & Special cases

## Explain to Students

Your level depends on…

- Your prior experience with Indonesian

- Your understanding of the topic

- Your skills

- Your confidence

## What I tell the students...

There is no EASY or HARD level – it is different for everyone.

**It is ok to do something different to the person next to you.**

We all have our strengths, and areas to improve.

You can add content from the level above, don't limit yourself if you aren't challenged enough.

## Differentiation Ideas (Ability)

- Same task - different language expectations.
- Same task - different rubric
- Add an advanced wordlist – (Language Perfect)
- Modified work – depends on individual
- Ask three before me (inc. book, dictionary, friend)
- Add conjunctions for advanced students
- Look for extra teaching opportunities
- Folder of differentiated worksheets – numbers
- Vocab tests – words are student choice, minimum number to learn.
- Small focus group teaching (while others work)
- Wordlists vs dictionaries

## SOME EXAMPLES...

## Modified Task

**DICARI!** (WANTED!)
A criminal has escaped prison
OR
a monster has escaped from the Monster's Inc lock-up

*Make a poster to put up around town to alert the citizens and re-capture the escapee.*

**MODIFIED – "DICARI Poster"**

- Sentence starters
- Simple language level – don't assume these words have been learned.
- Provide other language lists as needed.

## Differentiated Task

**DICARI!** (WANTED!)
A criminal has escaped prison
OR
a rogue monster has escaped from the Monster's Inc lock-up

- All on same page
- Students can add language from higher level.
- More/less content
- Word list to direct more/less complex sentences
- Sentence examples for lower levels
- Pro/Con – advanced get the beginner support too
- Pro – beg/int can see how to improve

## Differentiated Task

*Proyek Binatang - ADVANCED*

Choose ONE of these tasks and make a poster.

1 - New animal species (BINATANG BARU)
2 - 'LOST' pet poster (HILANG)

- Each level on its own page
- Task choice
- **Advanced**
- More complex words: conjunctions / more comparisons / frequency
- Words resulting in more descriptive and varied sentences

| Level | Sentences to include | Language to use | |
|---|---|---|---|
| Beginner | 1. Name- Nama<br>2. Lives - Hidup<br>3. Eats - Makan<br>4. Colour - Warna<br>5. Characteristics - Sifat (2)<br>6. Body part - (at least 1, eg. Tail) | 1. Dan - and<br>2. Namanya – its name (is)<br>3. Warnanya – its colour (is)<br>4. Dia – he/she<br>5. Punya – has (have) | You can also include:<br>• Tidak suka |
| Intermediate | 1. Name- Nama<br>2. Lives - Hidup<br>3. Likes to eat - Makan<br>4. Colour – Warna (1+)<br>5. Characteristics – Sifat (2+)<br>6. 2 Body part descriptions (eg. Long tail)<br>7. Activity (likes to ____) | 'Beginner' language plus....<br>6. Suka – likes/like<br>7. Dia berwarna – he/she is coloured...<br>8. Activity verbs | You can also include:<br>• Tidak suka<br>• Lebih suka<br>• Seperti – like (eg. Tail like a snake)<br>• Juga – also |
| Advanced | 1. Name- Nama<br>2. Lives – Hidup<br>3. (+ extra eg. in a tree, beside a river)<br>4. Sleeps<br>5. Likes to eat - Makan<br>6. Colour – Warna (1+)<br>7. Characteristics – Sifat (2+)<br>8. 2 Body part descriptions (eg. Long tail)<br>9. Activity (likes to ____) | 'Intermediate' language plus...<br>9. Prepositions – eg. on, under, beside, inside | 10. One or more of these :<br>• Tetapi – but<br>• Seperti – like (eg. tail like a snake)<br>• Dengan – with<br>• Karena - because<br>AND<br>11. One or more of these :<br>• Biasanya – usually<br>• Selalu – always<br>• Tidak pernah – never<br>• Kadang-kadang – sometimes |

**Intermediate rubric**

**Beginner Rubric**

## What I saw happen...

- Challenge – "I want to get a good mark"
- Parent support / change of heart
- Validation for struggling students
- Recognition of strengths
- Less resistance – generally.
- More work handed in
- Peer support
- "I tried to add some 'advanced words too."
- Quiet smiles from proud students.

## Challenges

- Low literacy / special needs opposition (usually perceptions rather than abilities)
- The inconvincible
- Reporting – Compass A+ to UG grade

NO.

## Assessment & Feedback

Detailed rubric – one for each level

A+ to UG grade – for achievement AT THAT LEVEL

Productive Comments
- What was done well
- 1-2 points to improve
- New language suggestion
- New level suggestion (if appropriate)

**Must be Encouraging & Useful**

## Thinking…thinking…..

- What can your top student do now & how can you extend them?
- What support do your students need?
- What current learning task can you modify?
- What task would you like to introduce?
- How will you report assessment?
- What is your school's assessment policy?

## Doing….Doing….

- Think of a task you have that you would like to differentiate.
- List language required at 'expected' level
- Differentiate for advanced & beginner
- Modify for special needs students (if req)
- Can you provide task choices?
- How will you present this? – Combined/Sep
- How will your rubrics look?

## Thank you ☺

**Differentiated Instruction**
Carol Ann Tomlinson
http://www.diffcentral.com/

Association for Supervision and Curriculum
Development – articles & books
http://www.ascd.org

**Me** – kirk.jacquelyn.j@edumail.vic.gov.au

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If you're a
## teacher
it pays to learn what
you can claim at tax time

### Car expenses

✓ **You can claim** a deduction when you are:
- driving between separate workplaces (eg a second job)
- driving to and from an alternate workplace while you're still on duty (eg transporting students to a sporting venue)
- transporting bulky equipment provided you meet the following criteria:
  > your employer required you to transport the equipment to work
  > it was essential to earning your income
  > there was no secure area to store the equipment at work
  > it was bulky (around 20kg) and cumbersome to transport.

You need to keep a record of your work-related car expenses using a logbook or be able to demonstrate a reasonable calculation using the cents per kilometre method.

✗ **You can't claim** the cost of normal trips between home and work, even if you live a long way from your usual workplace, or if you are on call (e.g. relief teaching) or have to work outside normal business hours (eg parent-teacher interviews). This includes parking fees and tolls when you drive to and from work.

### Clothing expenses

✓ **You can claim** a deduction for the cost of buying, hiring, mending or cleaning certain uniforms that are unique and distinctive to your job, or protective clothing that your employer requires you to wear.

✗ **You can't claim** a deduction for the cost of buying or cleaning plain clothing worn at work, even if your employer tells you to wear it (eg sports clothing).

| To claim a deduction for work-related expenses: | - you must have spent the money yourself and were not reimbursed - it must be directly related to earning your income - you must have a record to prove it | You can only claim the work-related part of expenses. You can't claim a deduction for any part of the expense that relates to personal use. |

Use the ATO app's myDeductions tool to keep track of your expenses throughout the year.

### Self-education and professional development expenses

✓ **You can claim** a deduction for self-education expenses if your course relates directly to your current job (eg a course in dealing with special needs children).

✗ **You can't claim** a deduction if your study or seminar is only related in a general way or is designed to help you get a new job (eg you can't claim the cost of study to enable you to move from being a teacher's aid to being a teacher).

### Home office expenses

✓ **You can claim** a percentage of the running costs of your home office if you have to work from home, including depreciation of office equipment, work-related phone calls and internet access charges, and electricity for heating, cooling and lighting costs.

If you are required to purchase equipment for your work and it costs more than $300, you can claim a deduction for this cost spread over a number of years (depreciation).

If you keep a diary of your home office usage, you can calculate your claim quickly using the home office expenses calculator.

✗ **You generally can't claim** the cost of rates, mortgage interest, rent and insurance.

### Other common deductible work-related expenses

✓ As long as the expense relates to your employment, **you can claim** a deduction for the cost of:
- phone and internet usage
- excursions, school trips and camps
- first aid courses
- seminars and conferences
- protective equipment such as sunglasses, sunhats and sunscreens
- teaching aids
- technical or professional publications
- union and professional association fees.

✗ **You can't claim** a deduction for the cost of:
- gifts you purchased for students
- meeting students' personal expenses – for example, paying for lunch, excursions or school books.

For more information, go to **ato.gov.au/occupations**

Australian Government
Australian Taxation Office

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## BRAYBEN 2017

An exciting practice examination for your Year 12 students of French

Written by experienced examination writers – Jenny Hibben & Alice Bray

Available from August

**Cost is $110 for which you receive:**

• A professionally recorded, properly timed CD for the listening section;

• A clean copy of the paper, ready for photocopying;

• The listening script;

• An annotated Answer Key;

**Email Jenny at brayben22@yahoo.com.au for all purchases, questions, follow-up!**

**Happy exams to you and your students.**

# Anne Mackelvie & Catherine Elliott - Introduction to TRPS - Teaching Proficiency through Reading and Speaking

**Biographies:** *Anne Mackelvie* began as a classroom teacher in the 80s and has since taught English in Spain and Chile, Spanish in USA and Australia; and generalist teaching, EAL, Spanish and Indonesian in Australia! She began her teaching career in Queensland and moved to Victoria 16 years ago. After pausing in her career to focus on family, she returned to teaching and was informed by her employer she would be teaching Indonesian. At that time, Anne had never travelled to Indonesia or spoken a word of the language! Luckily Anne received support to study Indonesian through Deakin University and travelled to Indonesia to practise her new skills. Whilst maintaining her Indonesian skills are only moderate, Anne manages to infuse her classes with enthusiasm and is eager to embrace new ideas and adapt them to suit her students. Anne discovered TPRS two years ago and has since been implementing it in her classes, having been amazed at the results! She currently teaches Indonesian to Year Prep - 3 at Point Cook College.

*Catherine Elliott* is currently a R-7 Indonesian Teacher at Port Elliott Primary School. She has taught Indonesian for fifteen (15) years and has enjoyed each and every year. Catherine is a member of the Fleurieu TPRS / TCI Language Teachers Hub Group which is an extremely active group on the SA South Coast. In late 2016, Catherine, Annie Beach and Sharon Mann began reading about Teaching Proficiency through Reading & Storytelling (TPRS). They have been using it ever since in their classrooms and it has had a profound impact both on them as teachers, and also on their students. They presented at the 2015 INTAV Conference and at the 2016 ASILE & MLTASA Conferences about this pedagogy. They also organised, and ran, the inaugural South Australian TPRS / TCI Conference held on the Fleurieu Peninsular in January 2017. In 2015, Catherine was a recipient of the INTAV 'Gotong Royong' Award at the 2015 World Teachers' Day Award Ceremony.

Further information about TPRS and Catherine's TCI journey can be found on her blog: https://bucathydotcom.wordpress.com/

**Session Blurb:** During this presentation, Anne outlined what TPRS (Teaching Proficiency through Reading and Storytelling) is and why she decided to begin using it in her classroom. Comparisons will be drawn between TPRS and traditional language teaching. Attendees at the session had the opportunity to see samples of student work from Year Prep to Year 3 and were given sample units of work to start them off on their own journey. They were also provided with a list of websites to learn more about this method and assessment ideas. Bu Cathy, an experienced P-6 teacher from South Australia, co-presented with Anne, who also had a wealth of experience to share!

Background to the article below: Anne contributed the following information about the TRPS method, summarising some of what was shared in the conference session:

**TPRS – My Journey (by Anne Mackelvie)**

Teaching Proficiency through Reading and Storytelling (or TPRS) is a method of teaching foreign languages. TPRS lessons use storytelling (or story-asking, as students are involved in creating the story) followed by reading (songs and games for younger students) to help students acquire a language in the same way we acquired our L1.

3 main steps:

1. Establish meaning: new vocabulary structures (no more than 3) are taught using translation (telling them what it means), props/photos (very important for younger students) gestures, and personalised questions;

2. 'Ask' a story (teacher 'asks' the story to enable student input, but usually has a framework in mind)

3. Sing/play/read using structures (First two for pre-literate students)

Target language is made comprehensible to the students by careful limiting of vocabulary, constant asking of easy comprehension questions, frequent comprehension checks (what did I just say?), and very short grammar explanations known as "pop-up grammar". The structures taught are drawn from the most frequently used words in the target language.

TPRS teachers believe that the best way to help students develop fluency and accuracy in a language is to expose them to large amounts of comprehensible, compelling input. Teachers ensure that students internalise each phrase (may need up to 100 repetitions to do this!) before moving on to new material, giving additional story lessons with the same vocabulary when necessary.

I began my TPRS journey two years ago because:

1. I was frustrated with my minimal use of Indonesian in class;
2. I didn't feel right teaching kids huge banks of nouns out of context;
3. I felt that what we were teaching them was not relevant to their lives/unlikely to be used;
4. I was bored out of my brain teaching the same units over and over again.

Using TPRS has really rejuvenated my teaching and made it fun again. I constantly have been 'blown away by my students' moments. Best part is, it is not just the top few students that acquire the language, but the majority of the class!!!
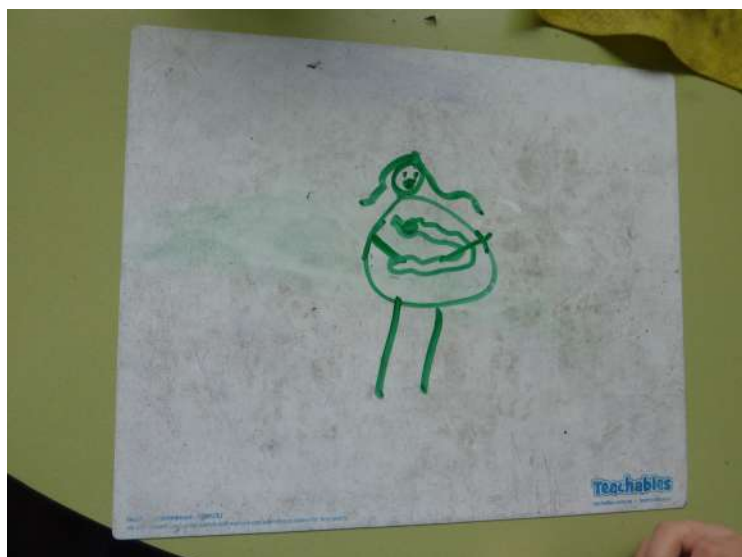


**Image left:**
This is a 'listen and draw' (Gambar cepat) done by a Year 1 student. We had been working on a story about an 'ular besar' that eats lots of students. I wanted to check comprehension, so changed things up a bit and stated 'Ibu Anne makan ular' rather than the other way around, which is what they had been hearing in the story. No probs!

# MLTAV 70th Anniversary Platinum Award Celebration Dinner

MLTAV was founded in 1947 and is celebrating its 70th year in 2017.

This significant milestone was formally acknowledged at the Platinum Anniversary Awards Celebration Dinner on the evening of Friday 5 May, hosted by the new MLTAV President, Gabriella Bertolissi.

This event was attended by current MLTAV Committee members, Life Members, past Committee Members, Colleagues, Award Recipients (past and present), other VIP guests and Members who all came together to celebrate the significant achievements of individual teachers and the MLTAV over 70 years of supporting members and advocating for Languages Education throughout Victoria.

This event was also an opportunity to acknowledge the outstanding contribution of Languages Professionals to Languages teaching in Victoria over an extended period, who have significantly influenced the pattern and/or quality of Languages teaching and learning in Victoria in some beneficial way.

Associate Professor, Dr. Russell Cross's speech, at this special event, provided food for thought and insight into how '*The Quality of the Languages Program makes the Difference!*'.

An MLTAV Life Membership Award and eleven Certificate of Merit Awards were bestowed upon twelve very worthy recipients. The Honorary Life Membership was awarded to Andrew Ferguson.

## Life Membership Award recipient Andrew Ferguson

*Andrew Ferguson's* name is synonymous with Languages Education in Victoria. A highly accomplished and respected educator, Andrew's contribution to the MLTAV and AGTV over many years is to be commended. Having served as President of the MLTAV for 11 years, Andrew identified a need to plan for sustainable leadership – introducing a structure that will ensure the longevity and strength of the MLTAV into the future. In the role of President, he has actively lobbied successive State governments to influence political agendas and has encouraged open dialogue with Education Ministers, especially at MLTAV Annual Conferences.

Andrew has been instrumental in establishing the MLTAV's digital presence, curating the Twitter account since its inception and more recently, as an administrator of the Association's Facebook account. His sharing of articles of interest on a daily basis ensures that Languages educators are able to access a range of research and resources which support the importance of Languages education, whilst also fostering professional discourse around topics such as bilingualism. Andrew also played an instrumental role in

securing the current MLTAV office at the Victorian School of Languages, identifying a strategic opportunity to further develop the partnership between the two organisations. Andrew's commitment to advocating for quality provision of Language learning opportunities for Victorian students, combined with the significant investment of time he dedicated to ensuring MLTAV operated as a strong Professional Teaching Association which was consulted and represented in the field as well as his strategic thinking and organisational leadership skills over his 11 years as President make him a worthy recipient of Honorary Life Membership of the MLTAV. His dedication to our profession is very much appreciated by the Executive, Committee and Members of the MLTAV.

## Certificate of Merit Award recipients

Brigitte Ankenbrand, Ferdinando Colarossi, Jaclyn Curnow, Lucie Dickens, Maria Dikaiou, Kathleen Duquemin, Khalaf Greis, Nathan Lane, Frank Merlino, Stuart Miller, Nancy Posterino.

*Brigitte Ankenbrand*: Since moving with her husband and three children from Germany in 2001, Brigitte Ankenbrand has made and continues to make a significant contribution to the teaching and learning of Languages in Victoria, herself a speaker of French as a first language, and German and Spanish as second languages.



In 2003, Brigitte was elected to the AGTV Committee. She was subsequently elected to the Executive in 2006 as Secretary, and since 2007, as one of the two Vice-Presidents. Brigitte has represented the AGTV on the MLTAV Committee since 2013.

Brigitte has been tireless in her support for German in convening or co-convening the AGTV Poetry Competition subcommittee since 2005. This has involved countless hours working behind the scenes administering the competition, liaising with network leaders and regional finals coordinators throughout Victoria and organising the state final in Melbourne. Brigitte has hosted regional finals for the AGTV Knox Network.

Other important roles on the Committee include co-convening the VCE subcommittee to organise professional development for teachers, and forums for Year 12 students of German. Brigitte also represents the Committee at the out-of-hours meetings with families and students involved in the AGTV-BJR student exchange program.

Able to fulfil many roles simultaneously, Brigitte not only teaches German at Vermont SC, she has been a student manager since 2010, and has also worked in for the Victorian Curriculum and Assessment Authority (VCAA) since 2006, as a VCE assessor.

In amongst her busy professional life, Brigitte remarkably finds the energy and time to enjoy time with her family and socialising with friends, often hosting guests from overseas at her home, travel and tending her garden.

*Ferdinando Colarossi*: As a result of the dedication and hard-work of people such as



Ferdinando Colarossi, the Italian language continues to enjoy widespread success in Victoria and in Victorian schools. Ferdinando's passion and commitment to the teaching and learning of Italian is reflected through his work as the President of the Victorian Association of Teachers' of Italian (VATI), his involvement with the successful Italian Language Assistants Program and the

positive relationships he has built with stakeholders, schools and teachers. One of Ferdinando's goals is to maintain and enhance the position of the Italian language within Victoria.

Teachers know that Ferdinando is the main port of call for any issues or information related to the teaching of Italian. Fernando has high expectations in relation to teachers' language proficiency and the quality of Italian programs in schools. He endeavours to provide as many opportunities as possible for professional development and language maintenance.

With a drive to retaining student numbers in the Italian language to VCE level and beyond. Fernando has initiated and continues to organise several events to engage students. He is also interested in keeping track of students who have made the Italian language one of their study pursuits and who are building their careers on knowing such an important and vibrant language.

His passion goes beyond the language and extends into the cultural aspects of Italy and the Italian people. Through the Co.As.It Museo Italiano he offers high-level cultural events to the Italian-Australian communities and to the wider Australian public.

*Jaclyn Curnow* has taught German for over 15 years at Mill Park Secondary College, Overnewton Anglican Community College and since 2016 at Viewbank College. Jaclyn involves her students in opportunities beyond the classroom to engage students in authentic learning opportunities.

As a university student, Jaclyn attended her first Association of German Teachers' of Victoria (AGTV) State Conference, which helped her secure her first teaching position at Mill Park Secondary College. She was elected to the AGTV Committee in 2005 and is an enthusiastic member of the team.

Jaclyn has simultaneously held the position of AGTV Network Leader for two different networks organising Regional Finals of the AGTV Poetry Competition, as well as being a Professional Learning Facilitator (PLF) for the Goethe-Institut Australia for over 10 years. In her role as PLF, Jaclyn has worked with colleagues from across Australia in the preparation of materials for teachers of German.

Jaclyn displays professional leadership through her willingness to share ideas and resources through personal and digital networks, through contributions to the AGTV Journal 'SZENE' or the MLTAV 'Languages Victoria', developing materials including assessment maps for the Victorian Curriculum and Assessment Authority, or through presentations on various topics at state and national conferences for teachers of German and the MLTAV. Jaclyn is known for sharing ideas for using digital technologies and visual thinking routines in the language classroom, and collaboration and assessment techniques. She has an endearing manner that encourages others to give new ideas a try.

Jaclyn has been a member of the MLTAV Committee since 2007, first as the nominated representative of the AGTV and then an elected member since 2013. Jaclyn has provided valuable service to the MLTAV through presenting at conferences, webinars and education and careers expos, member of the MLTAV Mentoring Program, and enthusiastic support of other MLTAV initiatives and events.

*Lucie Dickens* was nominated as a recipient of the MLTAV Certificate of Merit due to her outstanding contribution in establishing two highly successful student activities:

- the 'Concours Lycéens' for VCE French students; and
- the 'Soirée Trivia'.



Both of these activities were developed for Year 9 and 10 students of French in order to promote the learning of the French language.

Lucie has worked tirelessly in a voluntary capacity serving as the Vice-President of the Association of French Teachers' in Victoria (AFTV) assisting with the growth and vibrant running of the Association.

Lucie has been developing French resources since 2001 and has been an AFTV Committee member for 4 years.

Her foresight, analytical and organisational skills for new projects is highly appreciated by her colleagues within the AFTV Committee. Her contribution is therefore duly acknowledged in the conferring of this award.

*Maria Dikaiou*: A distinguished member of the MLTAV since 2007, Maria is currently the President of the Modern Greek Teachers' Association of Victoria (MGTAV).



Throughout Maria's time as President of the MGTAV, she has not only been the instigator of change within the Association, but has also established and maintained programmes which support Greek language teachers as well as their students, thus also contributing greatly to the continuation of Greek language studies in Victoria. Her passion, determination, devotion and inspiration have consistently assisted her in achieving admirable goals within the association, and have enabled her to support the Greek language in any which way possible.

Not limiting herself only to the MGTAV, Maria has simultaneously and most generously devoted her time to worthy causes within the MLTAV over the years, and has ensured a smooth collaboration between the two associations, contributing to the maintenance of language learning generally.

Maria is a tireless advocate of supporting and mentoring teachers and instructors in Languages education, and demonstrates this passion every day in her work through both the MGTAV and MLTAV. Maria has been contributing to Languages education for over 35 years, having taught, and managed language programs, at all levels of education, demonstrating a real understanding of Languages teachers and the challenges that they face.

Maria is a dedicated committee member of the MLTAV who constantly strives to support Languages teachers and to ascertain a high level of teacher professional learning, which in turn facilitates language learning in the classroom.

*Kathleen Duquemin*: Kathleen is a dedicated and committed teacher of Japanese who gives generously of her time, expertise and knowledge to support her students as well as the wider Japanese teaching community.

At her school, Gardenvale Primary School, Kathleen involves all children in an engaging and rigorous Japanese program, drawing on research, innovation and technology to enhance the learning experiences of students. She also organises a Japan trip for her senior students.

Kathleen has been an enthusiastic mentor for many beginning teachers of Japanese in the MLTAV Mentoring project. She goes above and beyond to support and connect these teachers into the profession.

Kathleen has been an active member of the Japanese Languages Teachers' Association of Victoria (JLTAV) committee for many years leading a range of Professional Learning programs including co-convening the annual 2-day conference. She has also shared her expertise at Languages conferences locally, nationally and internationally.

The Japanese teaching profession is extremely grateful for the generous contribution Kathleen continues to make and the MLTAV is pleased to be able to recognise this by presenting her with an MLTAV Certificate of Merit.

*Khalaf Greis* is the Area Manager of Thomastown, Lalor, Epping and Roxburgh Park at the Victorian School of Languages - Area North Office.

Khalaf is also the president of the VALTA – Victorian Arabic Language Teacher Association.

Through his roles, Khalaf has always been the advocate for the Arabic language, teachers, students and the community as a whole as well as for many other languages who appreciate him as a leader and a valued mentor. His effective management skills and knowledge are evident to maintaining clear directions for the Arabic language and expectations and roles that support its development

He is known as an effective leader who understands the schools communities and the broader economic, political and policy contexts. He is also well networked, knows where to source external support and resources, and is able to balance competing priorities, provide direction and use strategies that maintain positive relationships with schools communities.

Khalaf is a very respected member of the community and has many international and national connections with Arabic educational systems and ministries of education.

Community groups and educational institutions in Australia seek Khalaf's assistance and expertise in managing, evaluating and planning new educational programs. Khalaf accepts all his responsibilities very positively and always maintains his commitment to boarder educational goals.

*Nathan Lane* is an experienced and highly capable secondary teacher of Japanese who has now used his strong leadership skills to contribute to his school in the role of Director of Pedagogy and Innovation. This position recognises the vision and skills Nathan has applied in his Languages teaching and it is wonderful that he now has the opportunity to bring these to a wider school context.

Nathan has always been a strong advocate of the importance of quality Languages learning and has shared the effective strategies he has developed within his own school context with the broader Languages teaching community.

Nathan has been an active member of the Japanese Language Teachers' Association of Victoria, (JLTAV) committee for many years and President since 2013. His dedication to the profession in the way he has led the JLTAV committee and co-convened the highly successful annual 2-day JLTAV conference is appreciated.

Nathan is a thoughtful, inclusive and an innovative leader who also supports and encourages others to contribute to the profession.

Nathan gives generously of his time, expertise and knowledge to contribute to the wider Japanese teaching community. He has actively sought to represent Languages learning and teaching in local, regional, national and international forums. He has presented at state, national and international Languages conferences and has been involved in resource development and external assessment for students studying Japanese at secondary level.

The Japanese teaching profession is extremely grateful to Nathan for his generous dedication and commitment and the MLTAV is pleased to be able to recognise this by presenting him with an MLTAV Certificate of Merit.

*Frank Merlino* (B.A., B.Ed., M.Ed.) is a graduate of Melbourne University majoring in French, English and Italian. After joining the Education Department he taught at Melbourne High, Coburg High, Fitzroy High and Princes Hill Secondary. He became a member of the Principal Class in 1990 and has been Principal of the Victorian School of Languages since 1995, and is the longest serving Principal of the school. Frank has a lifelong interest in the teaching and learning of Languages and in his current capacity is responsible for the delivery of 50 Languages in the VSL. His association with the school goes back many decades (as student, instructor, supervisor, first Assistant Principal and Principal) and he has seen the number of Languages and Centres grow to the highest level in the school's 81 year history.

Highlights of the last twenty years include the expansion of delivery to country schools, the doubling of Languages in VSL Centres, the systematic introduction of technology (for both administrative and curriculum purposes), the increase in the provision of Distance Education Languages, the development and delivery of online courses, the introduction of Certificates II and III in vocational education (*VETinSchools*) for Languages, the establishment of a materials production unit, the delivery of professional development services, the introduction of languages of new emerging communities as well as support for obtaining VCE accreditation to 'new' Languages. Furthermore, Frank was instrumental in the establishment of the Australian Network of Government Language Schools (ANGLS) in 1997 of which he is the current National President.

He has been a member of committees like the Ministerial Council on Languages (MACLEM), has been a representative of Victorian Association of Secondary School Principals, member of the Yarra Darebin Principal Network, and the Executive Officer of the VSL Schools Council.

*Stuart Miller* is the Project Manager for Languages Online and also Online Course Production Manager for the Victorian School of Languages. Stuart has brought his talents in web design, multimedia programming, audiovisual production and online content management to the creation of all the resources under the Languages Online banner. Prior to his work for Department of Education, Stuart worked in the higher education sector in resource design and production.

Stuart Miller and Nancy Posterino are the team behind Languages Online, the popular website (and now also an app) that teachers and students have enjoyed for over 13 years.

Students all over the world have enjoyed using the Languages Online website. Teachers have been able to supplement their sometimes under-resourced programs by using the free and open access resources for learning key vocabulary in several Languages, including tools to make their tailored games. Languages Online offers some modules for Community Languages that otherwise have no digital resources tailored to Australian learners.

The Languages Online approach is simple but successful: students enjoy sequences of short and engaging interactive tasks to practise listening, reading, writing and speaking in key topics from beginner to junior secondary level. The flexible access to each module, and the careful design of learning content and sequence, has meant that schools in every state and across the world have been able to integrate Languages Online resources into their Languages program. Since, 2010, Languages Online has had over 19,200,000 users.

Languages Online is still evolving, with a current focus on greater accessibility on mobile devices. Stuart and Nancy are currently working on releasing more Languages and modules through the app.

*Nancy Posterino* has many years' experience as a secondary teacher of Languages and English as an Additional Language (EAL). She has authored and been a contributing author for textbooks and associated resources for secondary-level Italian. Since 2004 she has worked on the design and content for Languages Online's digital learning resources. She is also part of the online course production team at the Victorian School of Languages (VSL) working with Stuart Miller. Nancy and Stuart are the team behind Languages Online, the popular website (and now also an app) that teachers and students have enjoyed for over 13 years. *(Image below: Nancy also accepted Stuart Miller's Certificate of Merit Award, as Stuart was unable to attend to celebration dinner).*

# Vale: Keith Corcoran

Keith Corcoran, a stalwart and Life Member of the MLTAV, died late last year in The Alfred Hospital after a short illness.

He was not only an outstanding teacher of French, he was also a consummate organiser. While a Form 2 student at Northcote High School, where I met him in 1952, his Principal, Alexander Sutherland, wrote, *'He organised a full-scale concert for Red Cross funds, in a large public hall holding 1,200 people. Influential people were in attendance and were received and treated in a fitting matter. The program he arranged was quite first class, and on the whole would have done credit to an experienced adult organiser.'*

He utilised these skills in the many organising roles he undertook as a teacher, inspector, Support Centre Manager and office bearer of the MLTAV. He was an active member of the MLTAV from 1962 to 1984 during which time he held the positions of Assistant Secretary, Assistant Treasurer, Convenor of the Annual Congress, Joint Convenor of Schools Night, and he was Honorary Secretary from 1970 to 1984. In recognition of his unstinting contribution he was awarded an Honorary Life Membership in 1985.

He taught in several high schools, including Princes Hill High School, Melbourne Boys' High School and Parkdale High School and taught for a year in England. The Principals of each of these schools provided outstanding reports on his teaching skills, reliability and his ability to form excellent relationships with fellow members of staff, parents and students.

Keith was a lover of theatre and all types of music. He subscribed to the opera, ballet, MTC, Morning Melodies, and a number of amateur theatre companies. His overriding love was for march music, especially marches composed by John Philip Sousa. He was a widely-recognised expert in this field and possessed a huge collection of records, tapes and CDs together with a comprehensive library of books relating to Sousa. Much of the collection is now in the possession of the Defence Forces School of Music and the University of Melbourne Conservatorium of Music.

Keith was also a life-long member of the Christian Science Church where he carried out many voluntary roles.

After his death, a gathering was held at the RACV club in Melbourne which was attended by more than a hundred people representing the many aspects of his life: friends of school days at Northcote High School, past students and colleagues, friends made through their involvement with Keith on the Board of Inspectors of Secondary Schools, in the Southern Regional Office, and the Bayside Support Centre, the Institute of Senior Officers of the Victorian Education Service, the Past Principals' Association and the MLTAV. There were friends from his church and his many lunch and day-trip companions as well as children of his friends to whom, he was affectionately referred to as 'Uncle Keith'. A highlight of the occasion was a performance by the Southern Area Concert Band which volunteered its time to play a selection of Sousa marches and music from the shows. Keith was a generous patron of the band and had donated a number of march scores he had sourced from overseas. Keith will be sadly missed. May he rest in peace.

**(Sincere thanks to Ian Adams, MLTAV Life Member for writing this Vale)**

# Vale Terry Quinn

What a sad and strange thing this is, to be speaking about Terry Quinn (MLTAV Life Member), a man who we hoped was immortal, and who at times in fact seemed immortal. As we drove past the old Prince Henry's hospital in St Kilda Rd he would say casually, 'I was pronounced dead there in 1985'. But Lazarus-like he rose and rose again, and lived for another 30 rich years, until this sad week.

I only met Terry when he was in his 50s, so there are many parts of his life that I know about second hand, or incompletely. Terry was born in Port Melbourne in 1931, into an impoverished Irish Catholic family in the middle of the Depression. His father, who characteristically had served in Gallipoli, died soon after Terry was born; I say characteristically, because Terry seemed to embody a quintessential type of Australianness, with his warmth, his down to earth style, his impatience with pretence, his voice, his canny tough-mindedness, his optimism. In 1948 he entered the Carmelites, which took him ultimately to Rome; his Latin remained perfect – I remember him recently correcting a subjunctive I had got wrong when I mentioned the first line of a celebratory hymn that I remembered from school: '*Haec dies, quam fecit Dominus, exultemus et laetamur in ea*'– 'Let us rejoice in this day that the Lord has made'. '*Laetemur*, not *laetamur*' said Terry severely…. In the end he was not ordained, but the years of training and deep engagement with theology and the life of contemplation, prayer and ritual left an enduring mark on Terry, a private, inward side which he did not advertise widely, a counterpoint to the bon viveur and irreverent, intensely worldly person we all knew and loved.

When he left the Carmelites in 1953 he began his career as a teacher of French, starting in Myrtleford as we heard, and subsequently at Maribyrnong High School, where among his students was the cartoonist Michael Leunig. His enthusiasm for all things new and creative led to his interest in the new technology of tape recorders and the language lab; unsurprisingly, the resources of the school did not extend to language labs, so Terry improvised with individual tape players – given Terry's later struggles with technology, the mind boggles. He became familiar with other teachers of French, including Wilga Rivers, who at that time was the head of French at Methodist Ladies College. Her sacking by the new principal was a blessing for the field of applied linguistics. Wilga decided to do her MA and PhD and within a few years had a chair at Harvard, a trajectory that Terry would recount with a mixture of admiration and amusement. His stories about Wilga were legend; my favourite among them was his account of his carrying Wilga, a fairly substantial person at least in later life, over the threshold of her new flat (she had a seriously misplaced crush on Terry according to him, though Terry loved a good story, and had a wonderful tendency to embroider). Terry managed to lose his balance and dropped her, giving Wilga a black eye. Terry's interest in language and technology brought him into the company of other university teachers of French who like Wilga shared his interest, including Ross Steele and Gaye Reeves, and the language laboratory workshops that they pioneered together led to the formation of the Applied Linguistics Association of Australia. After a stint teaching French at Monash Terry undertook his PhD in the US at Ohio State in the early 70s. There he was caught up in the fervour of the political developments of the time; he grew his hair long and came out, and in the aftermath of the shootings at Kent State joined the boycott of classes at Ohio State. Here was the occasion for another one of my favourite stories of Terry. He decided to lobby his fellow graduate students to boycott their own graduate linguistics seminar. The professor would have none of it, and decided to hold the seminar off campus, at his house. So on the evening of the seminar there was Terry with his placard and his leaflets outside the professor's house, a one-man picket line. As the other graduate students arrived they had to run the gauntlet. 'I'm sorry, Terry' they would say, 'I love and respect

you, but I have a wife and a kid, and I have to get my degree quickly', and they would go inside. Finally the professor arrived driving the guest for the evening, the famous linguist and activist Noam Chomsky. They encountered the one-man Quinn picket line. The car stopped, and Chomsky wound down the window to receive Terry's leaflet explaining the nature of the protest. Chomsky read it and said to the professor 'It's ok, go in'. Terry could never take Chomsky's politics seriously after that. He had another rather devastating story about Bob Hawke, on the occasion of the opening of the Australian Language Centre in Jakarta in 1984. But that's a story for after the service – there are too many stories to tell.

Terry joined The University of Melbourne in 1975 as Reader and Director of the Horwood Language Centre, at around the same time as he met what was to become his life partner, Charles Drousiotou. The encounter between monastic reserve and Mediterranean directness and passion seemed to unlock the feelings in Terry that he had kept at bay so long, and it is a relationship that has now lasted for almost 40 years. Terry became a central figure in the Faculty of Arts politics; he became the Associate Dean for budgets, and had an unfailing eye for phonies. At this time he conceptualised, with Chris Candlin, what was to become the MA in Applied Linguistics and in 1987 made the first appointments, of which I was one, with Mark Garner and Peter Kelly. In 1988 he turned his attention to the then moribund Linguistic program, which had fallen into disrepute; it was rumoured that the only tenured linguist on staff had been paid his salary on condition that he not set foot on campus, and in fact lived on a yacht in Queensland. But perhaps this was another good Quinn story. Anyway, with a series of brilliant appointments beginning with Mark Durie and closely followed by Nick Evans and Lesley Stirling, he set the groundwork for the current flourishing state of the Linguistics program. We all owe him so much. Ill health led to his premature retirement in 1988, but he continued to teach in the MA in Applied Linguistics, and was loved as a teacher. My friend Trish Coulton, who encountered him while doing the equivalent MA at Monash, to which he also contributed after his retirement, writes:

> Terry as you know had a profound effect on me, he was an exceptionally encouraging teacher. I loved his mellifluous voice, his humour, his knowledge and ability to deconstruct and make it accessible. I loved his compassion and energy combined with intense curiosity and interest in people. Terry had the rare ability to make you feel that you were the most interesting and important person at that moment. He made me feel intelligent and intellectually capable, it was a gift.

Terry of course was no angel; he was a contradictory mix – he was tolerant, but could be judgmental, kind, but he could be unfair. But all this seemed to make him more human. A mutual friend and student of Terry's writes:

> One of Terry's gifts was that he could connect with everyone – from all backgrounds and educational levels. He was completely focused on you when in conversation – totally in the moment as they say. He was probably the smartest person in the room but he didn't need to flaunt it. There was a humility about him that was very unique.

Terry's role in my own career was profound, and I owe him an enormous debt. I had occasion to review my career for a talk I gave when I won an award a couple of years ago, the theme of which was that achievement is always a joint thing, dependent on the role of others. I called the talk 'Turning points'. There were no fewer than 8 turning points involving Terry: he gave me my job; he started me on my career in language testing research; he supervised my PhD thesis; he got me working on the role of language testing in the processing of the claims of asylum seekers. And so on. His breadth was vast, and his sense of what was important and what wasn't was acute. He was a wonderful mentor. I wasn't his only

mentee; we've heard from Joe Lo Bianco; and yesterday I got an email from Merrill Swain, perhaps the world's most eminent applied linguist, who wrote:

*I will remember Terry with much fondness and love. He was part of my life in England, Canada and Australia and I will never forget his warmth and generosity to me, a "mentee" of his in many ways.*

Terry's life in retirement involved some teaching and consultancies, though this too ended with the ongoing health challenges he faced. His life with Charles focused on friendship and good food, and the encouragement of younger colleagues. He and Charles invited me and Marie when I was appointed at Melbourne to experience my first taste of fine dining, at Greg Brown's restaurant in Hawksburn. I remember feeling that it was like being stroked with peacock feathers all evening. I am so grateful to Terry and Charles for their hospitality and many years of friendship, through thick and thin.

I'd like to conclude with something in Latin – it was one of the many bonds between us. It's a poem by the Roman poet Catullus, on the death of his brother; he has had to travel back to Rome from overseas to attend the funeral. It is a famous expression of the grief which I know we all share. I will read it in English, and then just the last line in Latin.

Tim McNamara
Melbourne
9 March 2017

**multas per gentes et multa per aequora vectus**
Carried through many nations and over many seas,

**advenio has miseras frater ad inferias**
I arrive, brother, for these wretched funeral rites

**ut te postremo donarem munere mortis**
so that I might present you with the last tribute of death

**et mutam nequiquam alloquerer cinerem**
and speak in vain to silent ash,

**quandoquidem fortuna mihi tete abstulit ipsum**
since Fortune has carried you, yourself, away from me.

**heu miser indigne frater adempte mihi**
Alas, poor brother, unfairly taken away from me,

**nunc tamen interea haec prisco quae more parentum**
now in the meantime, nevertheless, these things which in the ancient custom of ancestors

**tradita sunt tristi munere ad inferias**
are handed over as a sad tribute to the rites

**accipe fraterno multum manantia fletu**
receive, dripping much with brotherly weeping.

**atque in perpetuum frater ave atque vale**
And forever, brother, hail and farewell.

## MLTAV Content Language Integrated Learning (CLIL) Language Teachers' Network and Weebly - clillanguageteachers.weebly.com

The MLTAV CLIL Language Teachers' Network is a Professional Learning Community which has been created to support and inform educators new to or in the process of implementing CLIL (Content and Language Integrated Learning).

The MLTAV CLIL Language Teachers Network aims to provide: the opportunity to share ideas and resources with colleagues who have an interest in or are currently involved in CLIL implementation; an opportunity for active and 'open' communication about CLIL in Victoria, nationally and Internationally; a platform from which to post and discuss ideas from articles, texts, images and other documents related to CLIL.

### CLIL Mailing List
Email CLIL@mltav.asn.au to ensure you are on the CLIL email list and kept up to date with all CLIL Network News



**CLIL Language Teachers' Network**
A Project of the Modern Language Teachers' Association of Victoria
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CLIL Network Home    Implementation    FAQs    Links    Contact us

**CLIL NETWORK**

**PROFESSIONAL LEARNING OPPORTUNITIES**

A number of teachers shared about the CLIL programs in their schools at the 2017 MLTAV conference. They have

**Funding for Schools**

The Goethe-Institut is looking for Australian primary and secondary government schools intending to start or expand a CLIL German program in Science, Technology, Engineering

**Intentional Teaching Gestures**

**(ITG):**

A tool for CLIL teachersRead the article by Naomi Wilks-Smith (RMIT) in the CLIL Magazine here

The MLTAV CLIL Language Teachers' Network is a Professional Learning Community which has been created to support and inform educators new to or in the process of implementing CLIL (Content and Language Integrated

# MLTAV and National Gallery of Victoria Language Support Educators' Program Collaboration

# MLTAV and National Gallery of Victoria
## *Language Support Educators Program 2017*

The MLTAV is delighted to continue its exciting Language Support Educators' Program collaboration with the National Gallery of Victoria, throughout 2017!

The programs detailed on p.52 have been developed by the National Gallery of Victoria in collaboration with the Modern Language Teachers' Association of Victoria (MLTAV). Sincere thanks to MLTAV's Language Support Educators for their critical voluntary support of, and contribution to, this collaboration.

## Language Support Educators' Program Background

An exciting new collaboration between MLTAV and the National Gallery of Victoria (NGV) was forged in 2015 with a significant increase in the demand for bookings throughout 2016.

The Languages Support Educators' (LSE) Program was developed to offer Languages classes an opportunity to enhance intercultural understanding through participating in an Exhibition introductory talk. These sessions were presented by an NGV Educator supported by an MLTAV volunteer Language Support Educator, who uses target language with students for part of the talk.

The opportunity to deliver part of the talk in a diverse range of Languages was made possible by the overwhelmingly positive response from part-time / retired Languages teachers.

These LSE programs offer benefits to: MLTAV Volunteers, by enabling them to integrate a love of Art with a passion for Languages as well as keeping them active in their profession; NGV Educators, have been able to expand their offering of tailored programs; teachers and students of Languages are able to experience a dynamic and informative introductory talk which includes a target language component focusing on a special selected work in the exhibition.

Being involved in this program as an LSE, is a wonderful opportunity! If you are passionate about Languages Learning and Art (and a qualified Languages Methodology Teacher) who is either working part-time, retired, or training as a Languages teacher - if you wish to find out more about being involved, we are very keen to hear from you!

Everyone who participated in the 2015 and 2016 programs was delighted with, and inspired by, the wonderful experience and this is the same positive vibe that has continued into the first half of 2017. Some feedback we have obtained from the volunteer LSEs as well as teachers who have taken the opportunity to make a booking and share the rich experience of this program with their students, is:

## Feedback from a few of our wonderful Language Support Educator volunteers

**(comments compiled from Veronica Deren, Yelena Pinchuk and Susan Yates)**

- I have enjoyed volunteering for this program immensely and it has been very rewarding to work with experienced art educators and to hear how they think about/analyse paintings. I learned a great deal about paintings in the van Gogh exhibition which then enriched my own viewing of the paintings as well as improved my teaching each time;

- I thoroughly enjoy being a volunteer Language Support Educator as Professional Development. I really enjoy working with the NGV Educators and teachers in schools and their students. It offers variety and valuable discussion about common enjoyment of the Masters and their work, in such a professional setting;

- I decided to get involved in this program, as a volunteer, as being a recently retired teacher, I was available and have always had a great interest in art and in using art to teach the culture as well as the language of French. It is a great way of maintaining contact with teaching and students and applying curriculum and pedagogic knowledge to a new area;

- I acknowledge how helpful everyone has been with sharing their resources and expertise so that there is no feeling of being alone and unaided. This is a very important aspect of the program because it is so new to trainee volunteer LSEs. I now understand much more about the art of that time. I have also done more research into Haussmann's Paris and have many more questions that I wish to find the answers to;

- I personally like teaching French culture and history through the paintings, so this program is really appealing to me. It broadens students' horizons. I absolutely love working with the NGV staff and I like the fact that MLTAV organises a training session for new volunteer LSEs. I have learnt so much thanks to these sessions and I am amazed every time at the students' engagement - they definitely love it! With LSE working with NGV Educators as a team gives students a huge opportunity to experience so much more.

## Feedback from school teachers that have booked an LSE session for their students

- Having an English introduction and then the French was most beneficial and enabled students' concentration and comprehension. The French was delivered at a speed that was accessible to the students;

- The French teacher quickly ascertained what level of the French language the year 9 students could understand and respond to, and she used a variety of ways in which to include all level of understanding, by using games, numbers, and body language. The French teacher created such a positive environment and was able to really involve all the students at a range of levels, and they (the students) surprised me by responding even if they didn't quite understand, and I could see some individual students' confidence grow. She was brilliant;

- The LSE component made the session relevant to our Language program at school. Preparation beforehand empowered the students as they felt they understood and were able to contribute to the session;

- Describing images in French is an important skill and this was scaffolded well by the presenter. The students could also use the NGV resource;

- The NGV Educators were brilliant and the Language Support Educator was able to quickly gauge the level students were at to deliver a skilful and engaging piece;

- The language was accessible to the students, and the presenter was charming.

Please contact Kerry O'Connor, Office Manager, MLTAV if you are interested if finding out how you could become involved in this program as a volunteer LSE - info@mltav.asn.au. Please contact the NGV Education Programs booking office if you are interested in taking a group of students to one of the Language Support Educator programs detailed below:

# PROGRAMS AT THE NGV INVOLVING LANGUAGE SUPPORT EDUCATORS

## 1. House of Dior, NGV International, Ground Level, Temporary Exhibitions

### 27 August 17 to 7 November 17 - Open 10am - 5pm daily

In celebration of the seventieth anniversary of the House of Dior, one of the world's most prestigious couture houses, the National Gallery of Victoria presents *The House of Dior: Seventy Years of Haute Couture.*

Exclusive to Melbourne, this exhibition is a collaboration between the NGV and the House of Dior and includes a sumptuous display of more than 140 garments designed by Christian Dior Couture between 1947 and 2017.

The House of Dior explores the story of the fashion house through a series of themes, featuring works by the seven designers who have played key roles in shaping Dior's renowned fashionable silhouette: Christian Dior, Yves Saint Laurent, Marc Bohan, Gianfranco Ferré, John Galliano, Raf Simons and Maria Grazia Chiuri.

Student Introductory talks will be available including an option to incorporate a component of the talk in French by a Language Support Educator.

## 2. NGV International Permanent Collection

### Student Programs

### Living Languages - language, culture and learning Chinese, French, German, Italian, Japanese, Modern Greek , Spanish

**All levels**
Bring alive the history and culture associated with the students' language of study in a Gallery tour including group analysis and discussion of related works of art from different times.

On request, twenty minutes of the session can be presented by a **Language Support Educator** in the relevant language. They will focus on a particular work in the collection to engage students in some simple language activities appropriate to the level of the group.

**Cost:** $8 per student (60 minutes)

### Optional Language workshop
**All levels**
Inspired by works viewed and discussed in the Gallery, the workshop will include word games and an art activity designed to develop the students' speaking and listening skills in their language of study. **Language Support Educators** will conduct part of the session in the relevant language appropriate to the level of the group.

**Cost:** $8 per student (60 minutes)

**BOOKINGS FOR ANY OF THE ABOVE PROGRAMS, CAN BE MADE VIA THE NGV WEBSITE,**
**https://www.ngv.vic.gov.au/explore/education/programs/make-a-booking/**

# Melbourne International Film Festival - Schools Program

## 2017 Schools Program - BOOK NOW!

### Bring Languages to Life - Immersive International Cinema for Students

MLTAV Member Schools can make a booking to take students to see one of the films in this program **AT A REDUCED RATE of $9.50 per student (GST free) with 1 teacher per 10 students FREE. The usual rate is $12.50. To make a school booking, go to the MIFF Schools website page:** http://schools.miff.com.au/bookings

**EXCITING RESOURCE TO DEMONSTRATE TO TEACHERS HOW TO WORK WITH EACH OF THE MIFF SCHOOLS FILMS IN THE CLASSROOM - FREE TEACHER WEBINARS!**
Melbourne International Film Festival - FREE TEACHER WEBINARS with A CERTIFICATE OF PARTICIPATION! MIFF, in partnership with the Modern Language Teachers' Association of Victoria (MLTAV), produced eight FREE webinars for teachers considering taking students to see a film in the 2017 Schools Program.

The webinars were designed to demonstrate to teachers how to work with each of the MIFF Schools films in the classroom, before and after viewing them with students. Each webinar is comprised of: a 20-minute presentation by a film analysis specialist and a 20-minute presentation by a language specialist. MLTAV will provide Certificates of Participation to recognise Professional Learning (PL) for all teachers who participate in the archived, view on demand, versions of these webinars.

### Links to the archived versions of the eight (8) FREE Teacher Webinars:

*Fly Away Home (GERMAN film)* - **https://connect.vic.edu.au/p5vma21wevy/**

*Jeffrey (SPANISH film)* - **https://connect.vic.edu.au/p8on58ztb0n/**

*Ivan Tsarevitch and the Changing Princess (FRENCH film)* -:
**https://connect.vic.edu.au/p5dw8dhq09m/**

*Hello Goodbye (JAPANESE film)* -**https://connect.vic.edu.au/p4cbknave4i/**

*Salawaku (INDONESIAN film)* - *https://connect.vic.edu.au/p78w1rylq3h/*

*Boy on the Bridge (GREEK film)* - **https://connect.vic.edu.au/p3t6he1vc5m/**

*Swagger (FRENCH film)* - **https://connect.vic.edu.au/p1c7hkyzf3w/**

*Stonehead (MANDARIN film)* - **https://connect.vic.edu.au/p141zj15933/**

Once you have viewed the webinar, please complete the online feedback survey, to be emailed a Certificate of Participation: https://www.surveymonkey.com/r/TDXT6NR_MLTAV_MIFF_2017_Next_Gen_Films_Webinar_Series

**Technical Details:** The webinars have been run using Adobe Connect. To view the webinar you need internet access and the latest version of Adobe Flash Player.To download the latest version of Adobe Flash Player (free), go to: https://get.adobe.com/flashplayer/ The Department of Education also has a helpful guide to webinars.

**LMERC has moved!**

**The new address is Level 1, 189 Faraday Street, Carlton 3053**

The Languages and Multicultural Education Resource Centre (LMERC) is a DET specialist resource centre for schools.

The LMERC collection includes both digital and physical resources for the teaching and learning of the Victorian Curriculum F-10:

- Languages
- English as an Additional Language (EAL)
- Cross-curriculum priorities
  - Aboriginal and Torres Strait Islander histories and cultures
  - Asia and Australia's engagement with Asia
  - Sustainability
- Intercultural Capability

The LMERC collection contains more than 30,000 items, including:

- academic and practical teacher resources
- culturally inclusive fiction and non-fiction
- games and storytelling kits
- realia (cultural objects such as puppets, masks, clothes and games).

Membership is free for teachers from all school sectors, community language schools and tertiary education staff and students.

LMERC also provides:

- an online catalogue where members can search the collection, manage loans and create personalised resource lists
- a newsletter and Pinterest site to inform teachers about new resources, book reviews, upcoming professional learning and events, and useful online resources
- free postage to teachers outside the Melbourne metropolitan area (schools pay return postage).

**Level 1, 189 Faraday Street, Carlton 3053**

Telephone: (03) 9349 1418

Email: lmerc.library@edumail.vic.gov.au

Catalogue: lmerc.softlinkhosting.com.au

Pinterest: www.pinterest.com/lmerc2

Web: www.education.vic.gov.au/school/teachers/ support/pages/lmerc

Opening hours: weekdays 9.00am to 5.00pm, including school holidays

# Languages on the National Scene

## Highgate Primary, Unley High lead bilingual schools push, French

**by The Australian, Verity Edwards**

Loic Calvez will be looking to expand his French teaching staff at Highgate Primary and Unley High schools, in Adelaide's east, in the coming months as he prepares for an expansion of the bilingual program that he oversees.

Calvez, who was born and grew up in France and worked as a teacher and pedagogical adviser in his early career, directs the school's bilingual and binational programs on secondment from the French education ministry.

"We're talking about hiring some French teachers to come in, we're talking about up advertising the jobs in France, but we need to get more facilities with visas, and searching for teachers established here with a French primary school background is difficult."

School teachers with a language major increasingly are rare in Australia as fewer students study languages in high school, but there is an ongoing need as more bilingual schools open.

There are 28 bilingual schools nationally, with almost half in Victoria alone, offering programs in Chinese, Korean, Japanese, Italian, French, Indonesian, Auslan, German and Vietnamese.

There are more Japanese programs than other languages, with eight schools offering it as a bilingual stream, followed by six French and six Chinese programs.

The bilingual program began at Highgate this year in response to French naval design and construction company DCNS's move to South Australia, after winning the $50 billion future submarines contract. Several French families have arrived, and as the European school year finishes more are expected for the third school term and next year.

The primary school, under Calvez's direction, is teaching Reception and Year One in French and English. Up to 80 per cent of each day is in French, including lessons in visual arts, maths, humanities, French language, reading and writing. Next year the bilingual program will expand to Year Two.

At Unley High school, former prime minister Julia Gillard's alma mater, students are taught some subjects in French and a bilingual program will begin in Year Eight next year.

While schools around the nation generally have Australian teachers with a second language in their bilingual classes, or the odd native speaker, Highgate's teachers are French or Canadian.

Of the 51 students in the early-years bilingual stream, 30 per cent come from French-speaking countries, 20 per cent from France and 50 per cent from the wider community.

"It's not about learning French but learning in French and the opportunity to be bilingual, quickly and easily," Calvez says.

"Learning French will be an added value for them when they will be on the employment market because of the industries around the submarines. It will be in demand and it will make the difference between two candidates."

The schools follow the Australian curriculum but must also teach to the French curriculum in a blended course.

Other schools also offer content and language integrated learning programs, where subjects in the curriculum, such as music or science, are taught in a second language.

Modern Language Teachers Association of Victoria project manager Kylie Farmer, a former Japanese teacher and co-ordinator at bilingual school Huntingdale Primary, says there is a long tradition of bilingual schooling in her home state, particularly in German and French.

The need and interest in bilingual education is increasing, with new programs under consideration and a high interest in parents looking to widen their children's horizons.

"In 1997 the Victorian government established the bilingual schools project which contained 13 primary schools in a number of languages," Farmer says.

"Recently an Italian program became part of this program, and a Spanish one is being considered.
"There's also a strong parents group that wants to introduce another French bilingual school and that's community-driven."

Many programs are parent-driven, with community interest boosting enrolments.

Not all students come from English as a second language backgrounds, she says, with parents wanting their children to have a greater depth of learning.

"Sometimes it's government or community-led, or school-led," she says.

"The demand is growing from parents and the number of children are growing. Parents are going quite a distance out of their zone to attend a special language school. They want to learn a language from an early age and have all the benefits of that."

Bilingual schools also can attract new families to areas where they are based. But Farmer says most schools will have a diversity of students from different backgrounds, including no language experience at all.

Children's brains are like sponges, or so the saying goes, and Farmer says doing subjects at a CLIL school or an entire curriculum in a second language can help expand a student's learning capabilities. She says many also show higher results in National Assessment Program — Literacy and Numeracy tests despite studying maths in a second language.

CLIL programs offer more than just a standard hour a week of languages, which Farmer says can leave students frustrated because they barely move beyond basic colours and numbers, often years below their learning standards.

Teaching in a second language also can be challenging because there can be a lack of bilingual support material or textbooks.

Many teachers have a second language before starting their education degree, and she says there are no specific bilingual teaching courses available.

"The challenge can be that the work required is incredibly intensive, and when you're in a bilingual school you're creating the program and need the resources, and need to learn the content in that language," she says. "Where in English you could grab a book off the shelf, you can't often do that with another language."

MLTAV facilitates professional learning and teaching workshops to help boost skills and allow networking, with teachers from the other states attending.

**THE AUSTRALIAN**
FOR THE INFORMED AUSTRALIAN

*Language Quote:* "My love for languages and my love for travel really go hand in hand and feed off of each other. There's no better way to learn a language than by immersing yourself in a culture where it's spoken, and there's no better way to immerse yourself in a culture than by learning to speak the local language."

**— Wendy Werneth**
https://www.goodreads.com/quotes/tag/languages

# AFMLTA News-in-Brief - July 2017

**AFMLTA**
**Australian Federation of Modern Language Teachers Associations**
www.afmlta.asn.au

*News In Brief - July 2017*

*The AFMLTA provides vision, leadership, representation, advocacy and support for quality teaching and learning of languages. In this edition of News In Brief we provide a snapshot of some of the recent work of the association.*

**#AFMLTA2017**

Over 320 delegates from across Australia, Canada, Finland, Japan, New Zealand and the USA enjoyed an engaging and stimulating Professional Learning opportunity at the 21st AFMLTA international Languages Conference.  Conference papers will be made available here over coming weeks.

**#AFMLTA2019**

We are pleased to announce that the 22nd AFMLTA International Languages Conference will be held in Hobart, Tasmania - July 2019.

The New Zealand Association of Language Teachers conference will be held in Auckland 8- 11 July, 2018.AFMLTA members are invited to attend at member rates. More details: http://nzalt2018.org.nz/

**RECOGNITION OF SERVICE**

The AFMLTA was pleased to be able to recognise the contributions of two of our colleagues at the AFMLTA Conference Dinner. The AFMLTA Certificate of Merit was presented to Melissa Gould- Drakeley and the AFMLTA Medal for Outstanding Service to Language Teaching was presented to Jane Orton (PhD) in recognition of her exceptional and outstanding contributions to language teaching in Australia over an extended period.

More details are available here.

***BABEL* JOURNAL**

Issue 51.2 of Babel was recently distributed to all 2016 and 2017 MLTA members. Issue 51.3 will be delivered in the coming weeks. Any teachers or academics engaged in research in the field of languages education are invited to contact the Babel editor about possible publication of a paper in the AFMLTA journal.

**PROFESSIONAL LEARNING**

The Ready, Set, Assess! Professional Learning program will be delivered across Australia in semester 2, 2017. This is an opportunity for teachers across the country to engage with the suite of Professional Learning resources developed by the AFMLTA to support teachers of Languages in implementing Australian Curriculum: Languages and the relevant state/territory curricula. The focus of Ready?Set?Assess! will be on engaging with quality assessment practices and analysing a range of assessment tasks and student work samples.

**PROGRAM:**

Day 1:	Ready? Set? Go! and Ready? Set? Plan! workshop (optional)
Day 2:	Ready? Set? Assess!
Term 4:	Language specific webinars for workshop participants to engage in collegiate moderation conversations

More information and online registration will be available on the AFMLTA website once workshop details are confirmed.

**AFMLTA EXECUTIVE**

The AFMLTA executive and a member of each MLTA's executive meet annually in July to reflect on progress and plan strategically for the year ahead. We would like to thank Fulvia Valvasori for her many years of contributions to the AFMLTA executive and are pleased to be able to inform members of the newly elected AFMLTA executive team:

President:	Anne-Marie Morgan
President-Elect:	Amanda Pentti
Vice President:	Andrew Scrimgeour
Secretary:	Sherryl Saunders
Treasurer:	Cynthia Dodd
Babel Editor:	Etsuko Toyoda
Promotions Officer:	Nathan Harvey
Information Officer:	Kylie Farmer

**MEMBERSHIP**

To enjoy the benefits of AFMLTA membership, join one of our member MLTAs in your state or territory. See MLTA contacts on  the bottom of the AFMLTA home page.

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Anne-Marie Morgan: president@afmlta.asn.au

## SBS National Languages Competition

# SBS National Languages Competition

**SBS Radio**

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SBS Radio presents the SBS National Languages Competition 2017 to encourage and celebrate a love of learning languages in Australia.

We are calling out to all school students across Australia, who are learning a language other than English.

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### Age Categories

Category A: Junior Primary (Aged 4 – 7)
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### How To Enter

Step 1: Log on to www.sbs.com.au/NLC17

Step 2: Fill in the entry form

Step 3: Upload a video (max 30 seconds) telling us 'What learning a language means to you?' The video should be in a language other than English

Step 4: Include a written script in English, translating the video content

Step 5: Submit your entry

Terms and Conditions apply

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**ALC**

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Students can sit the ALC tests: 1 August - 31 August 2017
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Australian Council *for* Educational Research

**ACER**

# Languages on the International Scene

## America's Languages: Investing in Language Education for the 21st Century

**Published 10 July 2017 by American Academy of Arts and Sciences (Cambridge, Mass.: American Academy of Arts and Sciences, 2017). Executive Summary reprinted with permission.**

## Executive Summary

**According to the U.S. Census Bureau,** more than sixty-five million U.S. residents speak a language other than English at home—a number that has been growing decade by decade since the 1970s. Nevertheless, that number represents only 20.7 percent of the total population, and only a fraction of this cohort speaks, reads, and comprehends a second language well enough to use it in their everyday lives.2 The vast majority of American citizens remain monolingual.
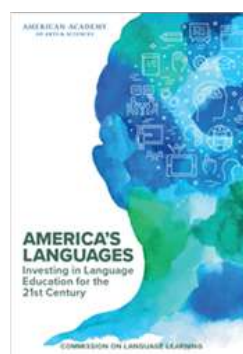
While English continues to be the lingua franca for world trade and diplomacy, there is an emerging consensus among leaders in business and politics, teachers, scientists, and community members that proficiency in English is not sufficient to meet the nation's needs in a shrinking world, nor the needs of individual citizens who interact with other peoples and cultures more than at any other time in human history.

In this report, the Commission on Language Learning recommends a national strategy to improve access to as many languages as possible for people of every region, ethnicity, and socioeconomic background—that is, to value language education as a persistent national need similar to education in math or English, and to ensure that a useful level of proficiency is within every student's reach. As children prove especially receptive to language education—they spend much of their time in educational settings and can develop language skills gradually throughout their lives—the Commission believes that instruction should begin as early in life as possible. Its primary goal, therefore, is for every school in the nation to offer meaningful instruction in world languages as part of their standard curricula.

As a corollary, the Commission urges two- and four-year colleges and universities to continue to offer beginning and advanced language instruction to all students, and to reverse recent programmatic cuts wherever possible. It also applauds recent efforts to create new undergraduate language requirements on two- and four-year campuses.

### Key Findings of this Report

- The ability to understand, speak, read, and write in world languages, in addition to English, is critical to success in business, research, and international relations in the twenty-first century.

- The United States needs more people to speak languages other than English in order to provide social and legal services for a changing population.
- The study of a second language has been linked to improved learning outcomes in other subjects, enhanced cognitive ability, and the development of empathy and effective interpretive skills. The use of a second language has been linked to a delay in certain manifestations of ageing.

- The United States lags behind most nations of the world, including European nations and China, in the percentage of its citizens who have some knowledge of a second language.

- One of the biggest obstacles to improved language learning is a national shortage of qualified teachers. Forty-four states and Washington, D.C., report that they cannot find enough qualified teachers to meet current needs, but every school district in the nation responds to the teacher shortage in its own way (by cutting classes, by combining classes, by contracting before- or after-school enrichment programs, to name a few). We need better information about these district-level responses to attach a specific number to the national teacher shortage, and encourage any study that advances our knowledge of its size and scope.

- Technological innovations will play an ever more significant role in language learning, as a motivating factor for a new generation of students, as a means for providing educational opportunities to more students across the nation, and as an aid and reference for people in their everyday lives.

- Native American languages are distinct in political status and history, and are the object of school- and community-based reclamation and retention efforts aligned with the Native American Languages Act of 1990 (NALA).[3]

## Key Recommendations of the Commission

The report focuses on five capacity-building goals and includes many more specific recommendations:

1  **Increase the number of language teachers at all levels of education so that every child in every state has the opportunity to learn a language in addition to English.**
   - Encourage the coordination of state credentialing systems so that qualified teachers can find work in regions where there are significant shortages.
   - Attract talented and enthusiastic language
   - teachers through federal loan forgiveness programs.
   - Develop and distribute online and digital technologies, as well as blended learning models, particularly in communities with a short supply of language teachers.
   - Provide new opportunities for advanced study in languages in higher education—for future language teachers as well as scholars in other fields—through a recommitment to language instruction, blended learning programs, and the development of new regional consortia allowing two- and four-year colleges and universities to pool learning resources.

2  **Supplement language instruction across the education system through public-private partnerships among schools, government, philanthropies, businesses, and local community members.**
   - Draw on local and regional resources by working with heritage language communities and other local experts to create in-school and after-school instructional programming.
   - Maintain support for state humanities councils and other organizations that create vital language and cultural resources for local communities.

3  **Support heritage languages already spoken in the United States, and help these languages persist from one generation to the next.**
   - Encourage heritage language speakers to pursue further instruction in their heritage languages.

◦ Provide more language learning opportunities for heritage speakers in classroom or school settings.
◦ Expand efforts to create college and university curricula designed specifically for heritage speakers and to offer course credit for proficiency in a heritage language.

**4  Provide targeted support and programming for Native American languages as defined in the Native American Languages Act.**

◦ Increase support for Native American languages being used as primary languages of education, and for the development of curricula and education materials for such programs.
◦ Provide opportunities for Native Americans and others to study Native American languages in English-based schools with appropriate curricula and materials.

**5  Promote opportunities for students to learn languages in other countries by experiencing other cultures and immersing themselves in multilingual environments.**

◦ Encourage high schools and universities to facilitate learning abroad opportunities for students.
◦ Increase the number of international internships sponsored by businesses and NGOs.
◦ Restructure federal financial aid to help low-income undergraduates experience study abroad during the summer as well as the academic year.

**ENDNOTES**

2. U.S. Census Bureau, "Detailed Languages Spoken at Home and Ability to Speak English for the Population 5 Years and Over for United States: 2009–2013," American Community Survey, October 2015, http://www.census.gov/data/tables/2013/demo/2009-2013-lang-tables.html.

3. The Native American Languages Act of 1990 is the governing statute for the distinctive Native American language provisions of the Every Student Succeeds Act (ESSA) and the primary policy statute of the federal government that provides the basis for distinctive political recognition and support for Native American languages. Native American languages are defined by the NALA as American Indian, Native Alaskan, Native Hawaiian, and Native American Pacific Island languages.
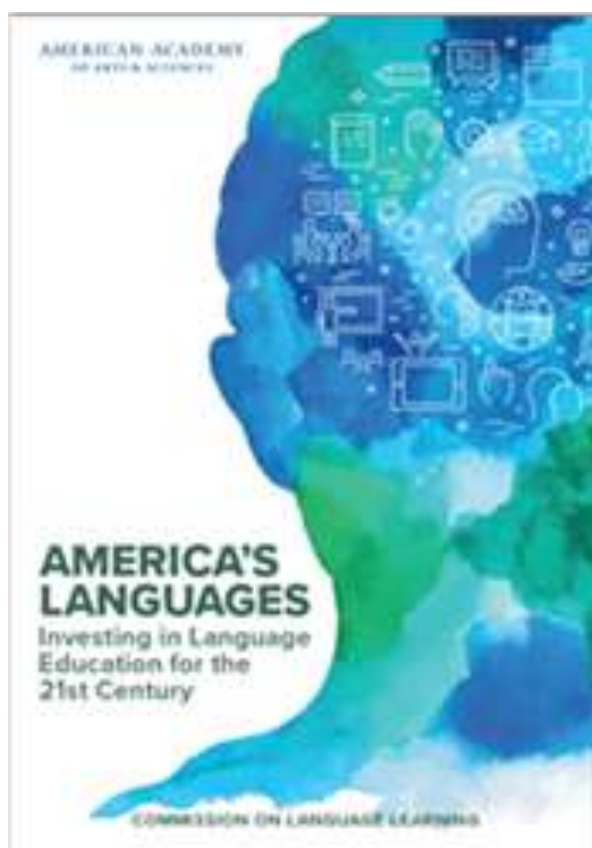
# OECD: Global competency for an inclusive world

**Published by OECD:** https://www.oecd.org/pisa/aboutpisa/Global-competency-for-an-inclusive-world.pdf
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Note: The full brochure is 44 pages. The first 19 pages have been reproduced here. For the full document, including References and Annex - Items from the PISA 2018 student and school questionnaires, please go to the link provided above.
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Programme for International Student Assessment

Global competency for an inclusive world

"Reinforcing global competencies is vital for individuals to thrive in a rapidly changing world and for societies to progress without leaving anyone behind. Against a context in which we all have much to gain from growing openness and connectivity, and much to lose from rising inequalities and radicalism, citizens need not only the skills to be competitive and ready for a new world of work, but more importantly they also need to develop the capacity to analyse and understand global and intercultural issues. The development of social and emotional skills, as well as values like tolerance, self-confidence and a sense of belonging, are of the utmost importance to create opportunities for all and advance a shared respect for human dignity. The OECD is actively working on assessing global competencies, including this dimension in PISA 2018 and finalising an assessment framework. Together, we can foster better global competencies for more inclusive societies."

**Gabriela Ramos**
OECD Chief of Staff and Sherpa to the G20

"The more interdependent the world becomes, the more we rely on collaborators and orchestrators who are able to join others in work and life. Schools need to prepare students for a world in which people need to work with others of diverse cultural origins, and appreciate different ideas, perspectives and values; a world in which people need to develop trust to collaborate across such differences; and a world in which people's lives will be affected by issues that transcend national boundaries."

**Andreas Schleicher**
Director, OECD Directorate for Education and Skills, and Special Advisor on Education Policy to the Secretary-General

This brochure describes the OECD's proposal for the PISA 2018 Global Competence assessment that emphasises quality and relevance. It builds on the work already undertaken by the Global Competence Expert Group and incorporates contributions from OECD member countries. The OECD Secretariat is working closely with countries, the contractors and expert advisors to finalise the assessment framework and develop appropriate test items. In order to ensure the success of the PISA 2018 Assessment.

OECD
BETTER POLICIES FOR BETTER LIVES

# Introduction

Globalisation brings innovation, new experiences and higher living standards; but it equally contributes to economic inequality and social division. Automation and internet business models may have encouraged entrepreneurship, but they may also have weakened job security and benefits. For some, cross-border migration means the ability to commute between continents; for others, it means escaping from poverty and war – and the long struggle to adapt to a new country. Around the world, in the face of widening income gaps, there is a need to dissolve tensions and re-build social capital.

Facing unprecedented challenges and opportunities, this generation requires new capacities. Whether in traditional or more entrepreneurial work environments, young people need to collaborate with others from different disciplines and cultures, in a way that solves complex problems and creates economic and social value. They need to bring judgment and action to difficult situations in which people's beliefs and perspectives are at odds. They need to identify cultural traits and biases and to recognise that their own understanding of the world is inevitably partial.

For some years, educators have been discussing how best to build these capacities. Is there a distinctive competence that equips young people for the culturally diverse and digitally-connected communities in which they work and socialise? And if there is, how should it be developed? Can students learn to mobilise knowledge, cognitive and creative skills, and values and attitudes, in order to act creatively, collaboratively and ethically?

The concept of Global Competence is a response to these questions. Global Competence includes the acquisition of in-depth knowledge and understanding of global and intercultural issues; the ability to learn from and live with people from diverse backgrounds; and the attitudes and values necessary to interact respectfully with others. The driving ideas are that global trends are complex and require careful investigation, that cross-cultural engagement should balance clear communication with sensitivity to multiple perspectives and that global competence should equip young people not just to understand but to act. These objectives already feature in the curricula of many countries. But they now need further evolution, in response to changing imperatives. The greatest of these is the need to find a new concept of growth. This may not be a quantifiable concept, based solely on maximising economic gains, but a multidimensional concept that includes care for the environment and social harmony, as well as acceptable levels of security, health, and education. It will cover quantitative and qualitative indicators, including subjective well-being and quality jobs. It will ensure that the benefits of growth are fairly shared across society.

If young people are to co-exist and interact with people from other faiths and countries, open and flexible attitudes, as well as the values that unite us around our common humanity, will be vital. Curricula will need to be comprehensive, interdisciplinary and responsive to an explosion of scientific and technological knowledge. In 2013, the PISA Governing Board decided to explore an assessment of Global Competence in the 2018 PISA assessment. We hope to take the critical first steps to defining the elements of Global Competence, asking 15-year-old students in around 80 countries to engage with what it takes to be globally competent.

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The framework illustrated in this document represents a new, ambitious and still experimental approach to global competence which the OECD has developed in consultation with the international community of experts and which could provide a starting point for the PISA 2018 assessment. In particular, its emphasis on attitudes and values is novel in comparative assessment. Respect and a belief in human dignity place a stake in the ground for the importance of right and wrong and offer a counterweight to the risk that sensitivity to other viewpoints descends into cultural relativism. The dilemma at the heart of a globalised world is how we strike the balance between strengthening common values, that cannot be compromised, and appreciating the diversity of "proprietary" values. Leaning too far in either direction is risky: enforcing an artificial uniformity of values damages people's capacity to acknowledge different perspectives; and overemphasising diversity can undermine the legitimacy of any core values at all.

Global Competence is only one dimension of what people will need to learn; the OECD is looking at a broader range of dimensions in The Future of Education and Skills: an OECD Education 2030 Framework. This project is still in its early phase, and is proceeding in consultation with OECD member countries. Over time it could present a picture of the knowledge, skills, attitudes, values and competencies required for the 2030 world. The framework could shape approaches to measurement; and the measurement outcomes could in turn help refine the framework and define policy interventions at different levels.

## Box 1: The Future of Education and Skills: OECD Education 2030 Framework

The OECD is constructing a framework to help shape what young people learn for 2030. Working with interested countries, organisations and experts, the framework would establish a common grammar and language, firstly to support the design of curricula and secondly to inform the development of data, measurement, assessment and specific, effective interventions. Over time the project could provide insights relevant to all stages in the learning cycle, including early years, tertiary education and learning through life, but its initial focus would be school curricula, at secondary level.

Four propositions are integral to the 2030 Framework:

- The evolution of the traditional disciplinary curriculum should be rapidly accelerated to create knowledge and understanding for the 21st century.

- The skills, attitudes and values that shape human behaviour should be rethought, to counter the discriminatory behaviours picked up at school and in the family.

- An essential element of modern learning is the ability to reflect on the way one learns best

- Each learner should strive to achieve a small set of key competences, such as the competence to act autonomously. A competence is the ability to mobilise knowledge, skills, attitudes and values, alongside a reflective approach to the processes of learning, in order to engage with and act in the world. Global competence is being constructed on exactly this model.

The emerging OECD 2030 framework can be visualized like this:



What do children have to learn?

Disciplinary knowledge
Interdisciplinary knowledge
Practical knowledge
Knowledge

Cognitive and meta-cognitive skills
Social and emotional skills
Physical and practical skills
Skills

Competencies

Action

Attitudes & Values

2

The case for developing global competence lies in the challenges and opportunities of the globalised world. There is a growing body of research that supports the case and suggests potential approaches.

Schools will continue to play an important role in helping young people live together. Schools can provide opportunities for young people to learn about global developments of significance to the world and to their lives; equip learners with the means of accessing and analysing a broad range of cultural practices and meanings; let students engage in experiences that facilitate international and intercultural relations, and encourage reflection upon the learning outcomes from such experiences; and foster the value of the diversity of peoples, languages and cultures, encouraging intercultural sensitivity, respect and appreciation.

The development of Global Competence can also support employability. Effective and appropriate communication and behaviour, within diverse teams, is already a component of success in the majority of jobs, and will become an even bigger component over the years ahead. Rapidly advancing technologies and global economic and social integration are redefining the scope of communication skills at the workplace. Students thus need to acquire the skills and develop the attitudes to interact effectively and appropriately with people in different countries and with people of different cultures in their local context.

The way in which education systems respond to increasing social heterogeneity has a significant impact on the well-being of all members of the communities they serve. Some schools face more pressure than others, perhaps because they need to integrate a larger number of disadvantaged school-aged immigrants or because their communities are more fragmented and have a history of violence along ethnic or religious lines. But no school should fail to educate its students to understand and respect cultural diversity. All young people should be able to challenge cultural and gender stereotypes, to reflect on the causes and solutions of racial, religious and hate violence and to help create tolerant, integrated societies.

A PISA assessment of global competence, developed in consultation with OECD member countries, would offer the first, comprehensive overview of education systems' success in equipping young people to support the development of peaceful, diverse communities.

The results of the PISA assessment could help answer the following policy questions:

- **How well are students prepared for life and employment in culturally diverse societies and in a globalised world?**

- **How much are students exposed to global news and how do they understand and critically analyse intercultural and global issues?**

- **What are the salient divides in the population in terms of global competence?**

- **What approaches to multicultural, intercultural and global education are used at school?**

- **What approaches are used to educate culturally diverse students and how are schools leveraging this diversity to develop students' global competence?**

- **What approaches are used to stimulate peer-to-peer learning between students from different cultures?**

- **How well are schools contesting cultural and gender biases and stereotypes, including their own?**

The possible inclusion of Global Competence as a theme in future rounds of the OECD Teaching and Learning International Survey (TALIS) would also make it possible to analyse the effectiveness of professional development in preparing teachers to respond to different communities of students, potentially through different teaching strategies[1].

The discussion of global competence among stakeholders is gathering rapid momentum. It encompasses different concerns, from the needs of employers for more expert, accomplished and effective staff to the needs of policy-makers to counter violent extremism and to bring societies together around shared values. For both employers and policy-makers the need for an evidence-based approach to teaching and assessing global competence is urgent. Though the educational issues are complex, they can and should be moved forward quickly. We have an opportunity and an immediate responsibility to work together to create better societies.

1. This possibility is currently under discussion at the Teachers and Learning International Survey (TALIS) Governing Board.

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# Definition of Global Competence

Global Competence is a complex learning goal. To be made tangible, it needs to be broken down into separate and measurable learning objectives (Deardorff, 2014). The OECD proposes to deconstruct the macro domain of global competence into "dimensions" which are in turn broken down into distinct "components" that can then be measured.

The definition of Global Competence proposed by the OECD for PISA is new and challenging:

*Global competence is the capacity to analyse global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgments, and ideas of self and others, and to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity.*

According to the definition, global competence is a multidimensional learning domain, encompassing three dimensions needed to engage in productive and respectful relationships with people from different cultures. These dimensions are knowledge and understanding, skills and attitudes. Global competence can be thus interpreted as an overarching frame of reference encompassing multiple cognitive and non-cognitive components, mediated and constrained by

the belief that diversity should be valued as long as it does not violate human dignity. Valuing human dignity and valuing cultural diversity are thus important elements in the development process leading to global competence. In the definition, the term "open" means that all participants in the interaction demonstrate sensitivity towards, curiosity about and willingness to engage with others and their perspectives; "appropriate" means that all participants in the situation are equally satisfied that the interaction occurs within expected cultural norms; and "effective" means that all participants are able to achieve their objectives in the interaction, at least in part.

Global Competence has clear, practical outcomes. The globally competent person brings his/her knowledge, understanding, skills, attitudes and values together in order to work with others to solve globally-relevant problems and to improve the collective well-being of current and future generations. Young people who develop Global Competence are better equipped to build more just, peaceful, inclusive and sustainable societies through what they decide and what they do.

Acquiring Global Competence is a life-long process – the social and emotional skills at its core are built in early childhood, but there is no one point at which an individual becomes completely globally competent (Deardorff, 2014). PISA would like to assess at what stage in this process 15-year-old students are situated, and how effectively their schools address the development of global competence.

The OECD recognises that there are multiple approaches to defining Global Competence. For example, other definitions of global competence (and similar terms) from different regions of the world focus less heavily on the individual as central to the definition, and give more emphasis to aspects such as relationships between people (Deardorff, 2009; UNESCO, 2013).



4

Box 2: **Perspectives on Global Competence from different cultures**

The literature, theories and frameworks on intercultural competence, global competence and global citizenship emerge predominantly from a Western context. However, related concepts exist in many countries and cultures around the world. One interesting perspective on global competence comes from South Africa and involves the concept of *Ubuntu*. Much has been written about *Ubuntu* (Nwosu, 2009, Khoza, 2011): the word is found in a Zulu proverb, meaning that a person is a person because of others. This concept of *Ubuntu* can be used to illustrate a collective identity, as well as connectedness, compassion, empathy, humility, and action. There are other similar concepts to *Ubuntu* found in different cultures around the world including in indigenous cultures in the Andes and in Malaysia. Collective identity, relationships, and context (as impacted by historical, social, economic, and political realities) all become major emphases in other cultural discourses on global competence. In summarizing some key themes across different cultures in regard to global competence, Deardorff (2013) noted the following elements: respect, listening, adaptation, relationship building, seeing from multiple perspectives, self-awareness and cultural humility.

## DIMENSIONS OF GLOBAL COMPETENCE

A first dimension of Global Competence represents the knowledge and understanding that individuals need in order to deal with the challenges and opportunities posed by globalisation and intercultural encounters[2]. "Knowledge" may be defined as the body of information that is possessed by an individual, while "understanding" may be defined as the comprehension and appreciation of meanings. Global Competence requires knowledge and understanding of global issues, as well as intercultural knowledge and understanding.

The second dimension represents "skills", defined as the capacity for carrying out a complex and well-organised pattern of either thinking (in the case of a cognitive skill) or behaviour (in the case of a behavioural skill) in order to achieve a particular goal. Global Competence requires numerous skills, including the ability to: communicate in more than one language; communicate appropriately and effectively with people from other cultures or countries; comprehend other people's thoughts, beliefs and feelings, and see the world from their perspectives; adjust one's thoughts, feelings or behaviours to fit new contexts and situations; and analyse and think critically in order to scrutinise and appraise information and meanings.

2. This and the following four paragraphs draw on Council of Europe (2016), *Competences for Democratic Culture: Living Together as Equals in Culturally Diverse Democratic Societies*, Strasbourg: Council of Europe. This paper also refers to this publication for the definitions of the components in the framework.

An individual may have a large range of knowledge, understanding and skills, but lack the disposition to use them. The attitudes to use knowledge, understanding and skills to produce competent behaviour constitute the third dimension of Global Competence. An "attitude" may be defined as the overall mind-set which an individual adopts towards an object (e.g. a person, a group, an institution, an issue, a behaviour, a symbol, etc.) and typically consists of four components: a belief or opinion about the object, an emotion or feeling towards the object, an evaluation (either positive or negative) of the object, and a tendency to behave in a particular way towards that object. Globally competent behaviour requires an attitude of openness towards people from other cultures or countries, an attitude of respect for cultural otherness, an attitude of global-mindedness (i.e. that one is a citizen of the world with commitments and obligations towards the planet and towards other people irrespective of their particular cultural or national background), and an attitude of responsibility for one's own actions.

Attitudes themselves can be structured around values. A "value" may be defined as a general belief that an individual holds about the desirable goals that should be striven for in life; values transcend specific actions and contexts, have a normative prescriptive quality about what *ought* to be done or thought in different situations, and may be used to guide individuals' attitudes, judgements and actions. In this framework, valuing human dignity and valuing cultural diversity

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are explicitly included as critical filters through which individuals process information about others' differences and the world, and are key references for critical and informed judgement.
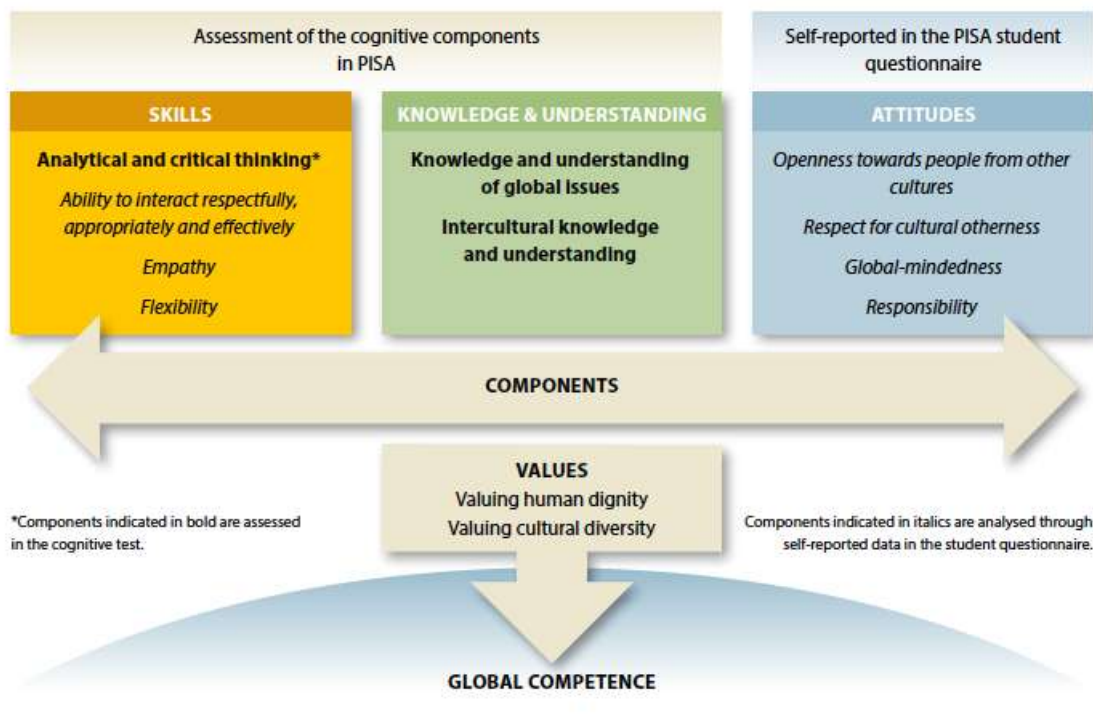
While Global Competence clearly has many different components, the main focus of this first PISA assessment would be on the cognitive components, i.e. on the knowledge and understanding, and on the analytical and critical thinking skills that can be rated on cognitive scales. The data collection, through the student questionnaire, would also provide information on the skills (e.g. empathy) and attitudes (e.g. openness) that people need to effectively use their intercultural knowledge and skills. Based on the current scientific evidence, these skills and attitudes are best measured and compared (within and between countries) through a descriptive analysis based on Likert-type scales. The analysis of these components would be similar to what PISA has already delivered on academic engagement, motivation and self-beliefs (OECD, 2013), and would use cluster analysis to compare students in different countries.

Figure 1 shows how this new conceptual framework defines Global Competence as the combination of the interconnected dimensions of knowledge and understanding, skills and attitudes, subject to the conditions set by valuing human dignity and cultural diversity.

An example can help to illustrate the interrelations between the three dimensions of Global Competence, as well as the important role of values to motivate and guide action. A student sees that one of his classmates is being bullied in the classroom and excluded from joint activities because he wears old and stained clothes. He knows that the boy and his family are poor due to his father losing his job after a local factory closed. He takes action to defend the boy. His decision to act is triggered by the fact that he understands that human dignity is a fundamental *value*, and is sustained through empathising with the boy's feelings and a sense of responsibility towards other people who are less fortunate than himself (his intercultural *attitudes*). In challenging the act of bullying, the student draws on his *knowledge and understanding* of the economic circumstances of the boy's family, and uses his linguistic and communicative *skills* to persuade the perpetrators to stop their victimisation. Thus, effective behaviour in response to bullying requires the orchestration of a wide range of different components drawn from all the dimensions of Global Competence.

Figure 1. **The dimensions of the proposed assessment of Global Competence**



| Assessment of the cognitive components in PISA | | Self-reported in the PISA student questionnaire |
|---|---|---|
| **SKILLS** | **KNOWLEDGE & UNDERSTANDING** | **ATTITUDES** |
| **Analytical and critical thinking\*** | **Knowledge and understanding of global issues** | *Openness towards people from other cultures* |
| *Ability to interact respectfully, appropriately and effectively* | **Intercultural knowledge and understanding** | *Respect for cultural otherness* |
| *Empathy* | | *Global-mindedness* |
| *Flexibility* | | *Responsibility* |

**COMPONENTS**

**VALUES**
Valuing human dignity
Valuing cultural diversity

\*Components indicated in bold are assessed in the cognitive test.

Components indicated in italics are analysed through self-reported data in the student questionnaire.

**GLOBAL COMPETENCE**

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Box 3: **Defining culture**

"Culture" is a difficult term to define because cultural groups are always internally heterogeneous and contain individuals who adhere to a range of diverse beliefs and practices. Furthermore, the core cultural beliefs and practices that are most typically associated with any given group are also constantly changing and evolving over time. However, distinctions may be drawn between the material, social and subjective aspects of culture, that is, between the material artefacts that are commonly used by the members of a cultural group (e.g., the tools, foods, clothing, etc.), the social institutions of the group (e.g. the language, the communicative conventions, folklore, religion, etc.), and the beliefs, values, discourses and practices which group members commonly use as a frame of reference for thinking about and relating to the world. Culture is a composite formed from all three aspects, consisting of a network of material, social and subjective resources. The full set of cultural resources is distributed across the entire group, but each individual member of the group only uses a subset of the full set of cultural resources that is potentially available to them (Barrett et al., 2014).

Defining 'culture' in this way means that any kind of social group can have its own distinctive culture: national groups, ethnic groups, faith groups, linguistic groups, occupational groups, generational groups, family groups, etc. The definition also implies that all individuals belong to multiple groups and have multiple cultural affiliations and identities (e.g. national, religious, linguistic, generational, familial, etc.). Although all people belong to multiple cultures, each person participates in a different constellation of cultures, and the way in which they relate to any one culture depends, at least in part, on the perspectives that are based on other cultures to which they also belong. In other words, cultural affiliations intersect, and each individual occupies a unique cultural positioning.

People's cultural affiliations are dynamic and fluid, that is, what they think defines them culturally fluctuates as an individual moves from one situation to another. These fluctuations depend on the extent a social context focuses on a particular identity, and on the individual's needs, motivations, interests and expectations within that situation.

Intercultural situations arise when a person encounters someone else who is perceived to have one or more cultural affiliations that differ from their own. Such encounters can involve people from different countries, people from different regional, linguistic, ethnic or faith backgrounds, or people who differ from each other because of their lifestyle, social class, age or generation, etc. Intercultural encounters occur when cultural differences are perceived and become important because of the situation or the individual's own orientation and attitudes. In such situations, intercultural competence is required in order to interact, communicate and understand the position and perspective of the other across the perceived cultural group boundary.

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# Outline of the assessment strategy

The PISA 2018 assessment aims to build a single scale that measures to what extent students are able to use their knowledge and understand, recognise relationships and perspectives, and think critically about a specific global or intercultural issue. This scale would be based solely on the Global Competence cognitive items.

Thus the assessment would show to what extent students have developed and can apply intercultural interactions and global issues to the following set of knowledge and skills:

- **knowledge and understanding of global issues;**
- **intercultural knowledge and understanding;**
- **analytical and critical thinking.**

The components of *knowledge, understanding* and *critical thinking* are strongly interrelated components that students need to use simultaneously to approach intercultural and global problems. Together, the three components define the ability of students to "think interculturally" (Bok, 2006). This involves the capacity to analyse cultural stereotypes and generalisations, an awareness of one's own cultural lens as well as one's own biases, and the ability to identify solutions for issues within local and global contexts.

Given the limited testing time available (one hour), the OECD proposes to report the three components on a single composite scale – with a mean of 500 points and a standard deviation of 100 as for the other PISA domains. The composite scale would then be divided into different proficiency levels reflecting the complexity of the tasks and the levels of knowledge, understanding and critical thinking that 15-year-old students can be expected to have.

The three components can be developed at school, so the proficiency scale would yield results that are interpretable in educational policy terms. As argued by Hanvey (1976), students can start their learning process with (1) an awareness that others hold different views of the world, leading to (2) greater factual knowledge of the world, which leads to (3) greater cross-cultural awareness and the ability to empathise with others, and finally (4) an increasing understanding of the underlying systems of global and cultural dynamics.

***Knowledge and understanding of global issues*** implies familiarity with the most important issues which cut across national boundaries (e.g. climate change, migration, poverty) and also the capacity to understand the interrelationships between issues, trends, and systems across the globe.

Oversimplification of complex knowledge is a significant contributing factor to many examples of learning failure (Spiro et al., 1989), and is particularly frequent in the domain of global knowledge. Misconceptions are often the result of lack of information. Humans learn by creating classification systems, and so prejudice and stereotypes can emerge when minimal new knowledge leads to over-simple categorisations and generalisations. However, misconceptions also happen when students

are exposed to appropriate information, but absorb this information in a passive way without understanding its deeper meaning and links to other information.

This component is not acquired by factual knowledge alone, but rather through the ability to find the meanings of and the connections between different pieces of information, in other words, through understanding. A mature level of understanding is achieved through cognitive flexibility, or the ability to learn and organise knowledge in a way that facilitates transferring that knowledge to a range of new, unanticipated situations, and adjusting one's cognitive frame of reference if required by those situations.

***Intercultural knowledge and understanding*** can be defined as knowledge and understanding of intercultural interactions and culture. It involves knowledge about one's own culture, other cultures, and the similarities and differences between cultures. Knowledge about cultures without understanding adds little value. One can know, and continue to judge and dismiss superficially (Williams-Gualandi, 2015). Acquiring intercultural understanding means recognizing that one's own perspective is shaped by multiple influences (e.g., culture, religion, gender, socio-economic status, education), as a way to develop an understanding of other people's perspectives, to distinguish between unique and common qualities, and to understand how these different perspectives might relate in an intercultural context (Doscher, 2012). To understand another's values is not necessarily to accept them. But to see through 'another cultural filter' (Fennes and Hapgood, 1997) may be an opportunity to deepen and inflect one's own values.

Globally competent students should also demonstrate ***analytical and critical thinking skills.*** Analytical thinking refers to the capacity to approach a problem by using a logical, systematic, sequential approach. It includes, among others, the ability to interpret the meaning of each element of a text, and examine these elements in relationship with each other in order to identify connections and discrepancies. Critical thinking skills, in turn, are used for evaluating the worth, validity and reliability of any material on the basis of its internal consistency, and its consistency with evidence and with one's own knowledge and experience. Applying critical thinking to a global or intercultural problem requires recognising one's own assumptions that might have influenced the evaluation process, and acknowledging that one's beliefs and judgements are always contingent

and dependent upon one's own cultural affiliations and perspective. Analytical and critical thinking skills are inherently linked together.

The cognitive assessment in PISA 2018 would be designed to test knowledge, understanding, and analytical and critical thinking in an authentic problem solving context referring to a relevant global or intercultural issue. This can be done in practice through performance tasks. Students are presented with a case study, and are required to respond to questions that evaluate their capacity to understand the complexity of the case and the multiple perspectives of the diverse actors involved.

## A SHORT REVIEW OF COGNITIVE ASSESSMENTS IN THIS AREA

An international assessment of global knowledge and understanding is challenging because what students know about the world is strongly influenced by where they live. For example, European students have more resources than Asian students to answer a question correctly on the history and goals of European institutions. In this domain, it is not easy to identify item content and material that are familiar to all intended populations, and to frame problems in a context and language that is appropriate for all cultures.

Research in this area has predominantly been based on student self-reports, and only a few examples of cognitive assessments exist. In the Global Understanding Survey (Barrows, et al., 1981), the authors define global understanding as a sum of four components: (a) knowledge; (b) attitudes and perceptions; (c) general background correlations; and, (d) language proficiency. The knowledge domain in the Global Understanding Survey consisted of 101 multiple-choice questions that addressed international institutions, major historical events and trends, and legal and policy frameworks associated with 13 global themes.

Test items in the Global Understanding Survey addressed real-world issues. Students who reported regular news consumption scored higher on the test. However, the authors found only weak relationships between students' educational experiences— coursework, language study, or study abroad—and their levels of international knowledge. The final report also recognised that the assessment provided only limited insights on the nature of global understanding and how it is formed.

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The IEA Studies on Civic Education (CIVED, 1999) and the International Civic and Citizenship Study (ICCS, 2009 and 2016) are other relevant examples that could guide the development of items in PISA. The key research questions for ICCS concern student achievement, dispositions to engage with, and attitudes toward, civic and citizenship education. ICCS measures the cognitive domains of knowing, reasoning, and analysing across four content domains, including: civic society and systems, civic principles, civic participation, and civic identities (Torney-Purta et al, 2015, Schulz et al., 2008). The item format combines multiple-choice and open-ended questions.

Some of the items in ICCS measure the students' ability to analyse and reason. Reasoning extends from the direct application of knowledge and understanding to reach conclusions about familiar concrete situations through to the selection and assimilation of knowledge and understanding of multiple concepts. These outcomes are then used to reach conclusions about complex, multifaceted, unfamiliar, and abstract situations (Schulz et al., 2008).

## ASSESSMENT IN PISA

The cognitive assessment in PISA 2018, currently proposed by the OECD, would evaluate students' capacity to apply their knowledge, perspective-taking, and analytical and evaluation skills to tasks referring to relevant intercultural and global issues. The assessment would include various tasks that draw on different types of knowledge and thinking processes. The final framework could include a classification of tasks according to their content area (e.g. identity and culture, environmental sustainability, etc.), context (e.g. relationships at school, etc.), and the main cognitive process required (e.g. analytical and critical reasoning). A typical assessment unit presents a micro-case as a stimulus and combines multiple-choice items that mainly test students' level of awareness and understanding of the issue with open response items asking students to develop responses based on the evidence provided in the stimulus and their prior knowledge or experience of the issue.

An assessment based on case studies is considered appropriate because they are often used as teaching tools in global education classes. A pedagogical approach based on case studies help students learn to think logically and systematically (Doscher, 2012). Instruction through case studies is particularly suited to encourage student engagement in addressing real-world issues in a classroom setting. Through discussion and analysis, students learn to view problems in context and identify multiple perspectives pertinent to each case. Case study analysis also presents students with an opportunity to demonstrate their ability to integrate general and discipline-specific knowledge and skills in an evaluative argument (Golich et al., 2000). Analyses of written responses to case studies can allow the assessor to gain insight into the student's development of global and intercultural understanding, and analytical skills.

The case studies should privilege contexts and stimulus material that are familiar to 15-year-olds, in order to facilitate students' engagement with the task. For example, a real case study featuring a fourteen-year-old indigenous Peruvian who became a YouTube celebrity by singing famous songs in Kuetchua, an ancient dialect that has long-suffered a social stigma in Peru, could be used as a stimulus *(http://renatafloresperu.com/)*. One open-response item would then ask the students to reflect about the teenager's motivations to become an activist in order to preserve her native language and culture. Multiple-choice items in the unit would test whether the students understand the role of language as a verbal expression of culture and the competition between majority and minority languages.

Similar case studies can be developed to test the capacity of students to navigate through complex global issues where different perspectives exist, such as providing special teaching and material support to immigrant students, and the allocation of public space to minority groups to exercise their religious and civil practices, etc. The risk associated with sensitive topics (e.g. a student from a minority group in a case study on hate violence against minorities) should be carefully assessed and minimised during the design of the items. The combination of appropriate media to illustrate the story, such as texts, comic strips and photography, can increase the quality of the case description, reduce the reading load and at the same time increase the students' engagement with the task.

Critical incidents are a type of case study that can be used to assess intercultural understanding and critical thinking. A critical incident generally includes a story about a cross-cultural miscommunication with a subsequent set of questions. Having read the story, students are asked to choose the best interpretation of the characters' actions based on their knowledge of the characters' cultures and their critical reading of the situation.

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The use of critical incident stories in an international assessment presents some challenges. The first one relates to the need to "decontextualize" the incident, so that students from different countries have similar chances to understand and critically analyse the situation. As a training tool in the field of international education, critical incidents are mostly used to illustrate and discuss common cases of miscommunication between two specific groups, such as the Italian student in a German school. A second challenge comes from the fact that there might be more than one explanation of the incident that can be considered appropriate or correct. An accurate strategy for the scoring of responses in the case study tasks is thus crucial for the validity of the assessment. In some cases, partial-credit scoring[3] can better account for the multiplicity of the possible correct answers and produce results that better reflect the developmental levels of students.

Open-response items seem particularly relevant for this assessment. Rather than requiring the learner to retrieve a single knowledge element from memory that may not be appropriate to a new situation, the contextualized open-response items ask the learner to assemble relevant, abstract, conceptual and case-specific knowledge components for a given knowledge application or problem-solving task (Spiro et al. 1995). Open-response items have already been used and validated in the ICCS's International Cognitive Test (Schulz et al., 2008), NAEP Civics (National Assessment Governing Board, 2010), and in the United Kingdom's GCSE examination in Citizenship Studies (Department for Education (UK), 2014).

3. With partial-credit scoring, the evaluators assign varying degrees of credit to students' answers (e.g. by grading them on a scale from 1 to 5).

The open response items would be scored using rubrics – scoring guidelines that include detailed qualitative descriptions of performance standards (Andrade, 2005; Popham, 1997; Popp, Ryan, & Thompson, 2009; Stellmack et al., 2009; Thaler, Kazemi, & Huscher, 2009). Doscher (2012) explores the validity and reliability of two rubrics for the Global Learning Initiative at Florida International University (FIU). The rubrics referred to two case studies measuring university students' global awareness and perspective. The rubrics yielded scores that were highly reliable measures of students' development of global learning outcomes. Students who attended global learning courses scored significantly higher on the performance tasks than students who did not complete such courses.

The development of the test items for the PISA cognitive assessment would follow a rigorous validation process designed to challenge the intended purpose of the testing. The OECD Secretariat has started to work on a document that would provide detailed guidelines for the development of the new cognitive instrument and its validation.

A sufficiently large set of items using different content knowledge within a variety of contexts that are representative of the different cultural backgrounds of the student population in PISA will need to be developed in order to produce a valid instrument. The use of pilot tests and cognitive laboratories would allow the selection of a restricted set of items with good validity and psychometric properties. Countries will be invited to contribute to the test development by providing test material and reviewing the draft test-items. In particular, the countries' reviews of the partial-scoring in multiple-choice questions and of the rubrics in open-response items would be essential to minimise the risk of cultural bias in the assessment.

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# Self-reported information on skills and attitudes in the student questionnaire

In addition to the results of the cognitive assessment, the reporting on Global Competence in PISA 2018 would include country- or sub-population-level information on students' responses to the student questionnaire items.

These self-reported components would be analysed separately from the cognitive scale, through a descriptive analysis of each one single component (item by item or by indexes/scales developed on the basis of student's responses to the questionnaires' items). The relationships between the self-reported components and the scores on the cognitive scale could be explored through correlation analysis.

The reporting could also include a cluster analysis of the self-reported skills and attitudes. The cluster analysis[4] would explore whether groups of students with coherent and distinctive patterns of global and intercultural skills and attitudes can be identified; whether cluster patterns and distributions of membership differ by region/ country; and how individuals' characteristics and school contexts relate to intercultural and global attitudes (Torney-Purta and Barber, 2011).

## SELF-REPORTED KNOWLEDGE AND UNDERSTANDING OF GLOBAL AND INTERCULTURAL ISSUES

A first set of items in the draft PISA 2018 Global Competence student questionnaire covers the dimension of Knowledge and Understanding. Item

4. Cluster analysis is a statistical method for grouping a set of objects (e.g. students) in such a way that objects in the same group (called a cluster) are more similar to each other than to those in other groups.

ST196 asks students to report how easily they could perform a series of tasks relating to global issues, such as predicting how changes to an environment will affect the survival of certain species (see Annex). Item ST197 asks students to report how familiar they are with 13 different global issues, such as climate change and global warming, global health and population growth.

## SELF-REPORTED ABILITY TO INTERACT RESPECTFULLY, APPROPRIATELY AND EFFECTIVELY

A second set of items refers to the linguistic, commun-ication and behavioural skills that are required **to interact respectfully, appropriately and effectively** with other people, to manage breakdowns in communication, and to mediate between speakers of different languages or cultures. Students' progressions in this component can be evaluated, for example, according to their proficiency in a foreign language, and through their self-reported ability to handle communication with people from other cultural backgrounds and in unfamiliar contexts.

The ability to communicate in more than one language is an important asset for employability in an interconnected world. It is also argued that the study of a foreign language helps students to develop a knowledge of and sensitivity to countries and cultures other than his or her own (Beacco et al. 2010). However,

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empirical data in support of this last claim is quite scarce. Data on language proficiency within the PISA Global Competence assessment can offer an opportunity for determining the relationships between second language acquisition and measured levels of global understanding or positive dispositions toward other countries and cultures. Such an investigation could have several relevant policy implications for both language teaching efforts and curricular programmes aimed at increasing the level of global understanding of students.

Appropriate and effective intercultural interactions require not only knowledge of the other's language but also the ability to communicate clearly in one's own language. Clear communication reduces the risk of misunderstandings, and discloses and draws upon key information in order to help build trust and mutual understanding. This is important between people who speak the same language. It is doubly important between people who speak different languages. A respectful and effective individual does not assume understanding when he/she engages in an intercultural dialogue, but checks and clarifies the meanings of words and phrases, and tests his/her own understanding. The rationale for developing these skills is clear. When individuals establish meaningful and deep connections across languages and cultures, they build their capacity for understanding and their dispositions for valuing other cultures. Developing such skills is a lifelong process – and 15-year-old students cannot be expected to be fully proficient in intercultural communication. However, these capacities can be intentionally addressed by schools, and an assessment of whether students know and practice these skills can help schools develop appropriate learning instruments.

The student questionnaire for the PISA 2018 field trial includes items where students report their proficiency in a second language (see Annex). Items ST178 and ST179

ask students to report in how many languages they can successfully undertake different tasks, from saying hello to another person, to reading and expressing emotions. Item ST177 asks students to report how many languages their parents speak well enough to converse with others. These self-reported items could provide relevant information for both cross-country and within-country comparisons. However, their validity is clearly reduced by social-desirability or other biases leading students to over or under-estimate their ability to communicate in a second or third language[5].

The current draft version of the PISA 2018 student questionnaire includes items measuring the level of awareness of the requirements for intercultural communication. In particular, item ST195 asks the student to what extent they would explain things very carefully, check understanding, or adapt the language when talking with people whose native language is different (see Annex).

## SELF-REPORTED FLEXIBILITY

**Flexibility** refers to the ability to adapt one's thinking, behaviours and actions according to the prevailing cultural environment, or to novel situations and contexts that might present new demands or challenges. Individuals who acquire this skill are able to handle the feelings of "culture shock", such as frustration, stress, and alienation in ambiguous situations caused by new environments. Flexible learners can more easily develop long-term interpersonal relationships with people from

5. PISA participating countries could consider complementing this self-reported information with a performance assessment on students' reading in a second language. A proposal for the assessment of reading in a second language in PISA 2018 was presented during the 39th meeting of the PISA Governing Board in Mexico City. This optional assessment would build on the fact that the PISA 2018 reading texts will be translated into a large number of languages in the course of national implementation. The cognitive items for the assessment would thus be available at no additional cost. The proposal also indicated the possibility of benchmarking the results of the PISA second-language assessment to the "Reading Comprehension" scale of the Common European Framework of Reference for Languages, a widely used language assessment framework specifying levels and scales of proficiency.

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other cultures, and adapt to changing circumstances. The research on intercultural communication has developed and validated several items and scales on flexibility. For example, the "Intercultural Effectiveness Scale" of Portalla and Chen (2010) includes self-reported measures of behavioural flexibility such as the level of agreement for the statement "I often act like a very different person when interacting with people from different cultures". The Secretariat is currently reviewing the student questionnaire for PISA 2018 in order to include one multi-statement item on flexibility.

## SELF-REPORTED EMPATHY

**Empathy** can be described as the "imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position) (Bennett 1998)". Empathy can take several forms: cognitive perspective-taking, which involves apprehending and imagining the perceptions, thoughts and beliefs of other people; affective perspective-taking, which involves apprehending and imagining the emotions, feelings and needs of other people; and sympathy, which additionally involves feelings of compassion and concern for other people based on apprehending their cognitive or affective state or condition or their material situation or circumstances. Empathy plays an important role in the development of social behaviour. Empathy does not mean agreement with or identification with a specific culture. Rather, it is the appropriate apprehension of another person's values and beliefs; it is about "seeing the world through another's eyes, hearing as they might hear, and feeling and experiencing their internal world," which does not involve mixing one's own thoughts and actions with those of the other person (Ivey et al. 1993). Therefore, culturally empathic learners retain their separate cultural identity but are simultaneously aware of the cultural values and beliefs of the people with different cultural background. Empathy minimizes the psychological barriers caused by cultural differences, and is essential in helping people to build a good relationship and achieve a smooth communication.

As in the case of flexibility, there are several scales on empathy that have been specifically designed for adolescents and can be adapted for the PISA questionnaire. These include the 'Index of Empathy for Children and Adolescents' (IECA, Bryant, 1982), the empathy subscale from the Children's Behavior Questionnaire (Rothbart et al, 1994), the Interpersonal Reactivity Index (IRI, Davis, 1980) and the Basic Empathy

Scale (Jolliffe and Farrington, 2006) and the Adolescent Measure of Empathy and Sympathy (AMES, Vossen et al., 2015). The Secretariat is currently reviewing this research and hopes to propose to OECD member countries a multi-statement item to be tested in the PISA 2018 field trial.

## SELF-REPORTED ATTITUDES

Attitudes are evaluations of people, behaviours, events, or any object as good or bad, desirable or undesirable (Schwartz, 2012). The dimension of "Attitudes" includes the following four related but distinct constructs:

1. **Openness towards people from other cultures**

2. **Respect for cultural otherness**

3. **Global-mindedness**

4. **Responsibility**

These attitudes are foundational to the development of the knowledge and skills needed for Global Competence.



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## SELF-REPORTED OPENNESS TOWARDS PEOPLE FROM OTHER CULTURES

**Openness towards people from other cultures** involves sensitivity towards, curiosity about and willingness to engage with other people and other perspectives on the world (Byram, 2008; Council of Europe, 2016). It involves an active willingness to seek out and take up opportunities to engage with people from other cultures, to discover and learn about their cultural perspectives and how they interpret familiar and unfamiliar phenomena and artefacts, and to learn about their linguistic, communicative and interactional conventions. Another important characteristic of an open learner is her/his willingness to suspend her/his own cultural values, beliefs and behaviours when interacting with culturally diverse others and not to assume that they are the only possible and naturally correct ones. The attitude of openness towards cultural otherness needs to be distinguished from the attitude of having an interest in collecting experiences of the 'exotic' merely for one's own personal enjoyment or benefit. Intercultural openness is rather demonstrated through a willingness to take up opportunities to engage, cooperate and interact with those who are perceived to have cultural affiliations that differ from one's own, in a relationship of equality. It may be enhanced by an ability to identify and analyse one's own biases, and their potential impact on a relationship of equality.

## SELF-REPORTED RESPECT FOR CULTURAL OTHERNESS

**Respect** consists of positive regard and esteem for someone or something based on the judgment that they have intrinsic importance, worth or value. In this framework, respect assumes the intrinsic dignity of all human beings and their inalienable right to choose their own affiliations, beliefs, opinions or practices. Being respectful of cultural differences does not require minimising or ignoring the actual differences that might exist between the self and the other, which can sometimes be significant and profound, nor does it require agreement with, adoption of or conversion to that which is respected. Respect for cultural otherness has also certain limits that are set by the inviolability of human dignity. For example, respect should not be accorded to the contents of beliefs and opinions, or to lifestyles and practices which undermine or violate the dignity of others.

The concept of respect should be distinguished from the concept of tolerance. Tolerance may, in some contexts, simply mean putting up with or even enduring difference, although the importance of religious tolerance, which is often of this type, can scarcely be overstated. Respect is a less ambiguous and more positive concept. It is based on recognition of the dignity, rights and freedoms of the other in a relationship of equality.

## SELF-REPORTED GLOBAL-MINDEDNESS

Global mindedness is defined as "a worldview in which ones sees oneself as connected to the world community and feels a sense of responsibility for its members. This commitment is reflected in an individual's attitudes, beliefs and behaviours" (Hett cited in Hansen, 2010). A global-minded person has concerns for other people in all parts of the world and feelings of moral responsibility to try to improve their conditions irrespective of distance and cultural differences.

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## SELF-REPORTED RESPONSIBILITY

Responsibility is an attitude towards one's own actions. It involves being reflective about one's actions, forming intentions about how to act in an appropriate way on the basis of a value or set of values, and holding oneself accountable for the outcomes of those actions. Responsibility can require courage insofar as taking a stance may entail taking action against the norms of a community, or challenging a collective decision that is judged to be wrong.

## ANALYSIS OF THESE ATTITUDES IN PISA 2018

In the domain of affective measurement, finding the right method of assessment is arguably more a stumbling block than deciding what to assess. It is practically not possible to define attitude scales that are always 100% valid. The suggested strategy would be to identify scales that are relevant for the domain and have already been validated in other assessments, so as to have a reasonable confidence that the results would not be artefacts of the measurement method.

The most common problem with assessing attitudes is that of social desirability. Attitudes are related to self-image and social acceptance. In order to preserve a positive self-image, people may be tempted to give socially desirable answers to the questionnaire items. They may not reveal their true attitudes, but answer in a way that they feel socially acceptable. Self-report scales that measure attitudes towards race, religion, sex, etc. are particularly affected by social desirability bias. Respondents who harbour a negative attitude towards a particular group may not wish to admit even to themselves that they have these feelings. In a study of attitudes towards refugees, Schweitzer et al. (2005) found that social desirability accounted for 8% of the variance in attitudes. Social desirability is also an issue for the self-reported data on the skills in the framework (intercultural communication skills, flexibility and empathy).

A large number of Likert scales appear in the literature on civic and democratic attitudes and a number of them are related to Global Competence as defined in this paper[6]. The Global-mindedness Scale, for example, was developed in order to "measure attitudes of students related to their sense of connection to, interest in, and responsibility for, the global community and the behaviours associated with this perspective" (Hett, 1993). The items in the scale addressed both beliefs and behaviours: for example, students were asked to report how much they agreed to the statement that "I tend to judge the values of others based on my own value system".

The OECD Secretariat and member countries are currently exploring possible adaptations of the student questionnaire for the PISA 2018 field trial. The objective would be to include four multi-statement items using Likert-type methods on "Openness to cultural otherness", "respect for cultural otherness" "global mindedness" and "responsibility". These items would be, as much as possible, based on already existing work and adapted to the reality of 15-year-old students. The new items would also be reviewed by the PISA Questionnaire Expert Group. The selection of a more limited set of attitudes in the questionnaire assessment is possible if testing time does not allow a full coverage. Future work beyond 2018 might consider integrating other methods for measuring attitudes and "soft skills" that are less prone to social-desirability bias.

6. Likert scales involve a series of statements to which respondents indicate agreement or disagreement on a 5-point response scale.

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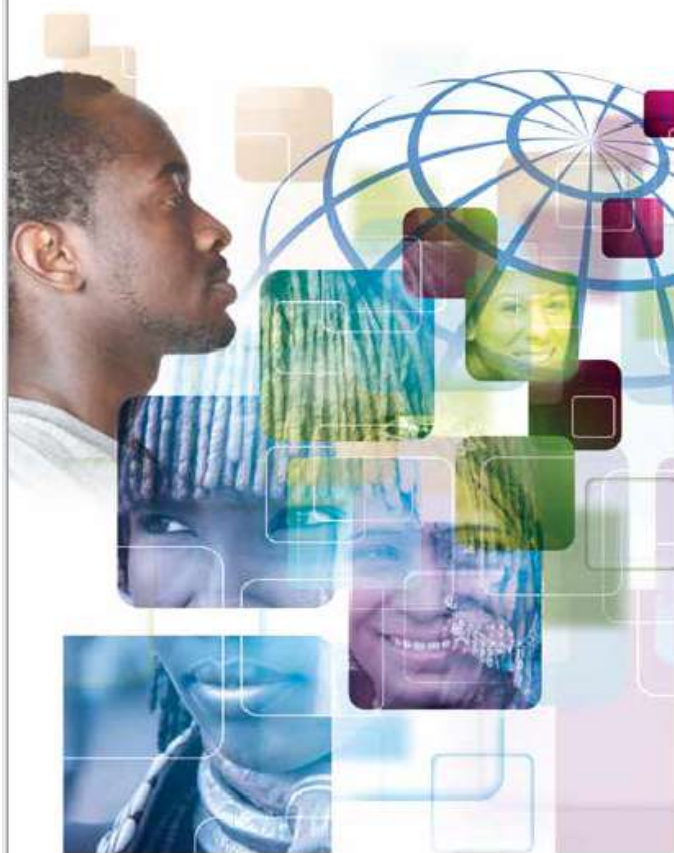
# The meaning of values in the framework of Global Competence

Values are general beliefs that individuals hold about the desirable goals that should be striven for in life. Values serve as standards and criteria that people consciously or unconsciously use in their judgements. Values are also critical motivators of behaviours and attitudes because they are closely linked to affect. For example, people for whom independence is an important value become angry if their independence is threatened, despair when they are helpless to protect it, and are happy when they can enjoy it (Schwartz, 2012).

The presence of values in a framework that defines competencies could be surprising. However, values do appear in other competence schemes, though they are usually included under the heading of attitudes (rather than under their own distinct heading). By contrast, the framework proposed by the OECD draws a clear conceptual distinction between values and attitudes, with only the former being characterised by their normative prescriptive quality. This choice is motivated by the fact that values are essential in the context of conceptualising the capacities which enable respectful participation in multi-cultural communities.

Excluding values from the framework of Global Competence would make it vulnerable to agnosticism: if students are not given explicit references to establish what is ethically acceptable or not, then any behaviour could be justified if it is part of the habitual practice or tradition of a group (large or small). Cultural relativity is an undeniable fact: moral rules and social institutions show an astonishing cultural and historical variability (Donnelly, 2007). However, it seems possible – even if this argument can be legitimately criticised – to argue that **valuing human dignity** should have universal relevance and applicability.

The meaning and implications of valuing human dignity are well described in article 1 of the Universal Declaration of Human Rights: "*All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood*". Individuals have a distinct moral obligation to regard and treat each other in ways that are constrained by certain inviolable limits. Embracing

this value often means helping others to protect what is most important to them in life.

The respect for the dignity of all persons as individuals is, in most cases, compatible with respecting and **valuing cultural diversity**. In the proposed PISA framework, globally competent learners should not only have a positive attitude towards cultural diversity (the attitude of "openness" defined above), but should also value cultural diversity as an asset for societies and a desirable goal for the future. However, valuing cultural diversity has certain limits that are set by the inviolability of human dignity (UNESCO, 2001). The possible tension between valuing cultural diversity and valuing human rights can be solved by establishing a normative hierarchy between the two: valuing human rights is more important than valuing cultural diversity in cases where the two values are in conflict with each other.

Valuing cultural diversity, in practice, involves engaging in and encouraging actions to safeguard tangible and intangible cultural heritage around the world, as well as actions to promote the rights of all people to embrace their own perspectives, views, beliefs and opinions (UNESCO, 2009).

The process by which individuals learn to value human dignity and cultural diversity is complex and would probably need its own assessment. Evaluating how much students care about and cherish the values of human dignity and cultural diversity is beyond the scope of this PISA assessment and would be considered in future OECD work.

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# Assessing what education systems and teachers can do to promote Global Competence

The cost of ignorance of other cultures is so high, including the dangers of conflicts and crimes, that it is vital to invest in activities necessary to clarify, teach, promote, enact and support global competence and global citizenship (UNESCO, 2013).

The comparative evidence from the PISA assessment could help to rethink the role of education as a vehicle towards social cohesion and intercultural dialogue. Education systems can learn from each other how to best adapt curricula, promote teaching methods and adjust teachers' training so as to facilitate the acquisition of global competence.

Education systems could consider integrating global, international and intercultural perspectives throughout the curriculum. For example, curricula can provide opportunities to learn about the languages, histories and cultures of non-dominant groups in society. In particular, rethinking the content and course material of language teaching is a possible way to better cover the learning needs of global competence in the curriculum.

Some national curricula have already started to put more emphasis on global competence education. For example, the Australian Curriculum emphasizes the importance of developing intercultural understanding as students 'learn to value their own cultures, languages and beliefs, and those of others' (Williams-Gualandi, 2015). Korea has guidelines for its national curriculum which state the importance of bringing up young people to be responsible citizens who can actively participate and communicate with the world in a spirit of compassion and sharing. The Korean curriculum includes elective subjects such as education for international understanding, education for sustainable development and intercultural education (UNESCO 2014)[7].

Learning global competence cannot be achieved by simply including more material in the curriculum. For example, lecturing about intercultural respect and dialogue can raise awareness of students, but it is unlikely to have a transformative effect on attitudes

such as openness if students do not get a practical sense of what these concepts mean for their everyday life and do not have the opportunity to practice their intercultural skills.

Many schools and teachers are already trying to move beyond factual knowledge of global issues by making their students engage in activities that involve experience, comparison, analysis, reflection and cooperative problem solving. Teachers can develop and act as facilitators in activities that are designed to raise learners' awareness of multiple perspectives and develop their critical thinking. For example, history or language teachers may purposely use film scenes or extracts from written sources to discuss with students where diversity becomes crucial, either by asking learners to discuss their view of the events or to take the perspective of the people involved in a given scene or passage. These discussions may focus especially on why they think these people talk to each other but fail to really communicate, whether intercultural competence is manifested and whether and why cultural diversity fuels tension and conflict (Barrett et al. 2014). Referring to the study of literary texts in the classroom, Dasli (2011) points to the potential for dialogic classroom discussions that allow students to voice their differences, biases and culturally determined beliefs as the study of the text unfolds.

A broader range of learning activities can have an impact on students' attitudes towards diversity and involve teachers in all subject areas, although to differing degrees. For example, cooperative learning is a specific kind of pedagogy in which students work together on activities that have specific cooperative principles built into the task's structure. Such a practice can lead to improved social skills and conflict resolution strategies, and can be usefully implemented regardless of whether the subject matter is linked to humanities or to natural sciences. These innovative teaching and learning methods are more effective and

7. In Manitoba, Canada, a consultative process with teachers, university professors and curriculum development consultants established a new optional Grade 12 course on 'Global Issues, Citizenship and Sustainability' (UNESCO, 2014). Students in this course develop community-based action-research projects that match learners' interests to current social, political, environmental and economic affairs.

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easier to implement if they are supported by the official curriculum and education authorities.

Teacher education and professional training are crucial to the successful implementation of global competence education. Specific training programmes and modules can help teachers to acquire a critical awareness of the role education can play in the struggle against racism and discrimination; the skills to acknowledge and take into account the diversity of learners' needs – especially those of minority groups; and a command of basic methods and techniques of observation, listening and intercultural communication (UNESCO, 2007). It is critical that education systems address and support teachers' global competence development in order for students to truly succeed in this area.

The questionnaire items included in PISA 2018 could provide information on these innovations in curricula and teaching method (see annex). Two questions in the current draft focus on the curriculum. Item SC158 asks principals whether the curriculum includes global topics such as climate change and global warming, global health or population growth. Item SC153 asks whether

the formal curriculum refers to global competence skills and dispositions, such as communicating with people from different cultures or countries or openness to intercultural experiences.

A second set of items focuses on teachers' beliefs and practices. Item SC157 requests principals to report on the teachers' general beliefs on how the school should handle ethnic diversity. Item SC163 enquires about specific practices for multicultural learning at the school level, such as teaching about the beliefs, customs, or arts of diverse ethnic and cultural groups that live in the country. In Item SC151, the principal is asked to report his/her perception of teachers' multicultural and egalitarian beliefs, such as the belief that students should learn as early as possible to respecting other cultures.

Some items in the student questionnaire provide information on teachers' behaviours from the perspective of the students. Items ST202 and ST203 ask students to report whether they perceive that their teachers treat students from all ethnic or cultural groups with equal respect.

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# Multiculturalism in Canada and Australia - a comparative history

Australia and Canada, generally considered bastions of multiculturalism as public policy, could provide lessons to rest of the world in forming approaches to rising xenophobia and polarised, populist political movements, according to the author of a new book that that charts the history of multiculturalism in the two countries.

Dr Jatinder Mann, recently in Australia to talk about his book – titled 'The Search for a New National Identity: The Rise of Multiculturalism in Canada and Australia, 1890s -1970s' – says that political developments over the past year across the world, including the Brexit vote in the UK and the victory of Donald Trump in the US Presidential Election, have ushered in battles over identity politics.

Dr Jatinder Mann
"What I think these show is that there is a section of society who feel that they have been left behind and forgotten," Dr Mann said.
"Right wing populist parties to the detriment of mainstream political parties have capitalised on this and stoked people's fears against immigration for example, although Islamophobia is sadly particularly prevalent in many countries. This is certainly the case with One Nation in Australia.

"I for one actually believe Canada and Australia can offer great lessons to many other countries on how to deal with immigration, particularly through their policies of multiculturalism," Dr Mann said.

He said that multiculturalism was more an integral part of the national identity of Canada – a bilingual nation – than Australia.

Dr Mann, a visiting senior research fellow at King's College in London, said in a recent survey Canadians ranked multiculturalism as number one in terms of the things that epitomised their national identity.

"If a similar survey were held in Australia I do not believe multiculturalism would rank so highly, perhaps in the top five," he said.

"This is perhaps related to the different origins of the policy in the two countries, which has led to multiculturalism being synonymous with Canadian national identity.

"However, a policy of multiculturalism has survived in both countries for several decades, and although it has experienced both highs and lows, I do not see it disappearing anytime soon," Dr Mann said.

He said that successful multicultural policies in both countries were hard won over significant time periods.

"The path towards the adoption of multiculturalism as the orthodox way of defining national community in English-speaking Canada and Australia in the latter half of the twentieth century was both uncertain and unsteady," Dr Mann said.

"It followed a period in which both nations had looked first and foremost to Britain to define their national self-image.

"In both nations however following the breakdown of their more formal and institutional ties to the 'mother-country' in the post-Second World War period there was a crisis of national meaning, and policy makers and politicians moved quickly to fill the void with a new idea of the nation, one which was the very antithesis to the white, monolithic idea of Britishness.

"English-speaking Canada and Australia both identified themselves as British nations for a large part of their history.

"Furthermore, this identity came under considerable strain in both countries, a strain that was primarily due to the shock of external events.

"Secondly, Canada and Australia also adopted discriminatory immigration policies, which aimed to create white, British countries. Moreover, they both also gradually dismantled these practices.

"Thirdly, Canada and Australia experienced large waves of non-British migration to their shores and had to formulate official migrant policies to deal with them," Dr Mann said.

He said that Australia and Canada's respective brands of multiculturalism had similarities but were forged by different social processes.

Even though they both used the same terminology, official multicultural policies in Canada and Australia in the 1970s were actually quite different from the outset," Dr Mann said.

"In the former the catch phrase of the policy was 'Multiculturalism within a Bilingual Framework'. So, you can get the real sense from this that it was a policy, which in theory related to all Canadians," he said.

"And it had come about after an intense period of national soul-searching, illustrated by the Royal Commission on Bilingualism and Biculturalism, which carried out its activities over several years in the 1960s."

Dr Mann said a speech made in 1971 by the then Canadian Prime Minister Pierre Elliott Trudeau's highlighted this.

Trudeau said: "A policy of multiculturalism within a bilingual framework commends itself to the government as the most suitable means of assuring the cultural freedom of Canadians. Such a policy should help to break down discriminatory attitudes and cultural jealousies. National unity, if it is to mean anything in the deeply personal sense, must be founded on confidence in one's own individual identity; out of this can grow respect for that of others and a willingness to share ideas, attitudes and assumptions. A vigorous policy of multiculturalism will help create this initial confidence. It can form the base of a society, which is based on fair play for all."

"Here the emphasis was no longer on the nation, but instead on 'cultural freedom' and 'one's own individual identity'; and the choice of the word 'vigorous' to describe the proposed multicultural policy illustrated the extent of the government's commitment," Dr Mann said.

"In contrast the key headline for the official policy of multiculturalism that was introduced in Australia was 'A Cohesive, United, Multicultural Nation'," he said.

"Again you can see here that the emphasis was on cohesion and unity, etc. And unlike the Canadian policy was not initially aimed at all Australians, but only migrants.

"This is demonstrated by the Galbally Report in 1978 which was the major policy document on which the Australian Government based its multicultural policy," Dr Mann said.

The Galbally report said: "We believe Australia is at a critical stage in the development of a cohesive, united, multicultural nation. This has come about because of a number of significant

changes in recent years – changes in the pattern of migration and in the structure of the population, changes in attitudes to migration and to our responsibilities for international refugees, changes in the needs of the large and growing numbers of ethnic groups in our community, and changes in the roles of governments and the community generally in responding to these needs."

Dr Mann's book explores the profound social, cultural, and political changes that affected the way in which Canadians and Australians defined themselves as a 'people' from the late nineteenth century to the 1970s.

Taking as its central theme the way each country responded to the introduction of new migrants, the book asks a key historical question: why and how did multiculturalism replace Britishness as the defining idea of community for English-speaking Canada and Australia, and what does this say about their respective experiences of nationalism in the twentieth century?

# Modern Language Teachers' Association of Victoria, Inc.

The MLTAV is a professional association for teachers of Languages, and the umbrella organisation for approximately twenty Single Language Associations (SLAs) in Victoria.

In cooperation with its member associations, the MLTAV supports teachers and learners of Languages other than English throughout Victoria by providing quality services, including Professional Learning opportunities, advocacy and consultancy. The MLTAV aims to encourage and promote the learning of Languages as an essential part of the school curriculum.

The MLTAV is an association of Languages educators in primary, secondary, and tertiary institutions, from all sectors – Catholic, Government and Independent. The MLTAV has representation on the peak bodies: the Victorian Ministerial Advisory Council for Multilingual and Multicultural Victoria (MAC-MMV) and the Languages Forum.

MLTAV is also an active member of the Council of Professional Teaching Associations of Victoria (CPTAV).

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