Strategies for supporting holistic literacy improvement through collaborative practice between Languages teachers and English teachers

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'What do these students need to engage with this content descriptor?'

Names of materials

Procedure for creation

Listening comprehension for instructions

Scientific vocabulary (content keywords)
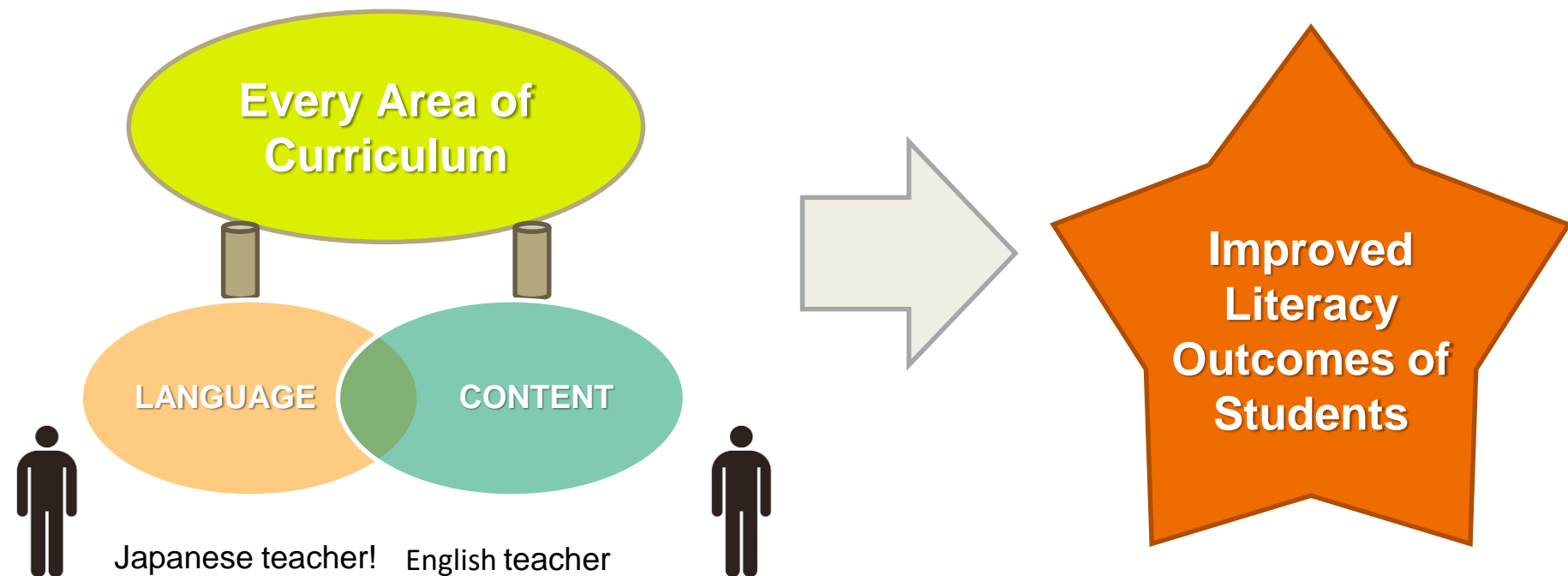
Simple, common phrases for dialogue

Turn-taking and reciprocal listening

Light and sound are produced by a range of sources and can be sensed (VCSSU049)

To understand this content, students need LANGUAGE

Every Teacher is a Language Teacher!

All language used by teachers, whether formal or informal, is passed on to students, who learn new words, sentences and grammar patterns

Every Area of Curriculum

LANGUAGE

CONTENT

Japanese teacher!   English teacher

Improved Literacy Outcomes of Students

Overview

- Huntingdale Primary School English/Japanese bilingual program
- Transitioning to a 50/50 English/Japanese teaching model
- Implications for language teaching outside of a bilingual context
- Strategies for overcoming challenges and supporting literacy through language teaching:
  - Individual level
  - Team level
  - Whole-school level
- Benefits for students growth and literacy development
- Summary

Overview

Learning Intention

Developing strategies (individual, team and whole-school) for holistic literacy improvement through collaboration in language teaching contexts

Success Criteria

- I can understand the challenges surrounding the bilingual immersion context at HPS and identify similar challenges faced in my language teaching context.
- I can recognise simple strategies to advocate for language learning and support holistic language development and student growth.
- I can begin to develop an action plan to advocate for language learning in my context.

Huntingdale Primary School: a Snapshot

Huntingdale Primary School is a bilingual school, with 50% of student learning in Japanese and 50% of student learning in English

High levels of students diversity:

- 85% of students from a Language Background Other than English (MySchool, 2021)
- 20+ home languages other than English
- ~30% of students speaking Japanese as their home language or with some prior exposure to Japanese language (families)

Learning Program Transition: from 30/70 to 50/50

In 1997, commenced a 30% Japanese, 70% English learning program

In 2018, began to transition to a 50% Japanese, 50% English model, starting in Foundation (Prep)

Rationale:

- Increased financial support from State Government
- Improved metalinguistic awareness, memory, attention, creativity and other academic skills
- Increased engagement with Japanese language and culture

Transition to 50/50: Challenges and Roadblocks

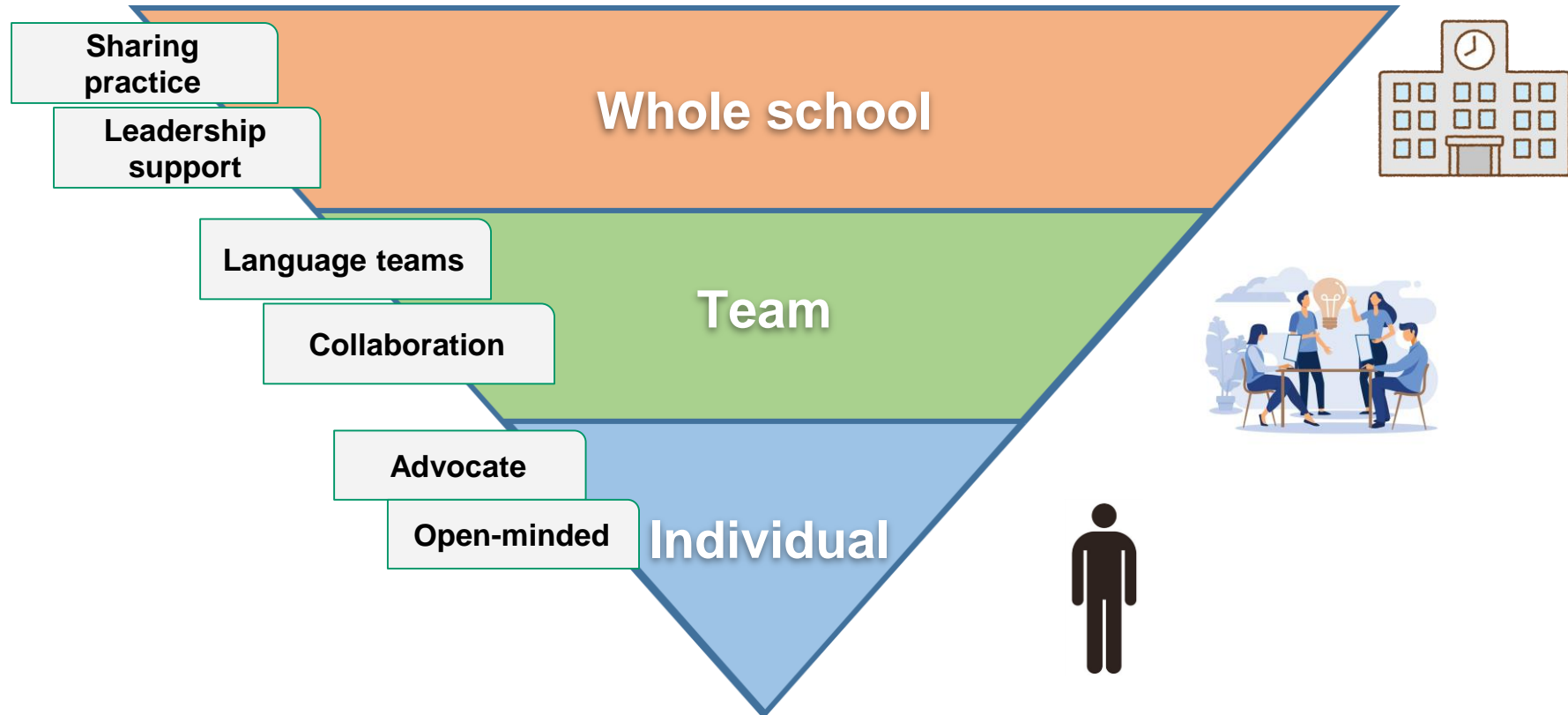| Individual	Team	Whole school
● Shift away from individual classroom teaching to 'team teaching' (*English teachers*) ● Shift away from isolated and broad language sessions to classroom teaching (*Japanese teachers*) ● Openness to new ideas and ways of teaching	● Collaborating to strengthen student learning outcomes ● Working effectively within and between languages ● Supporting language development across the curriculum ● Maintaining consistency between English and Japanese classrooms	● Teaching Numeracy in Japanese ● Logistics for collaboration and communication within teams ● Maintaining consistency across all year levels ● Opportunities for sharing growth and learning between teams and individuals

'But how does this help my language teaching context?'

While most teachers won't have to enact change of this scale, applying many of these same strategies and advocating for language learning in your context will lead to holistic literacy development, higher student engagement in language and more meaningful language experiences.
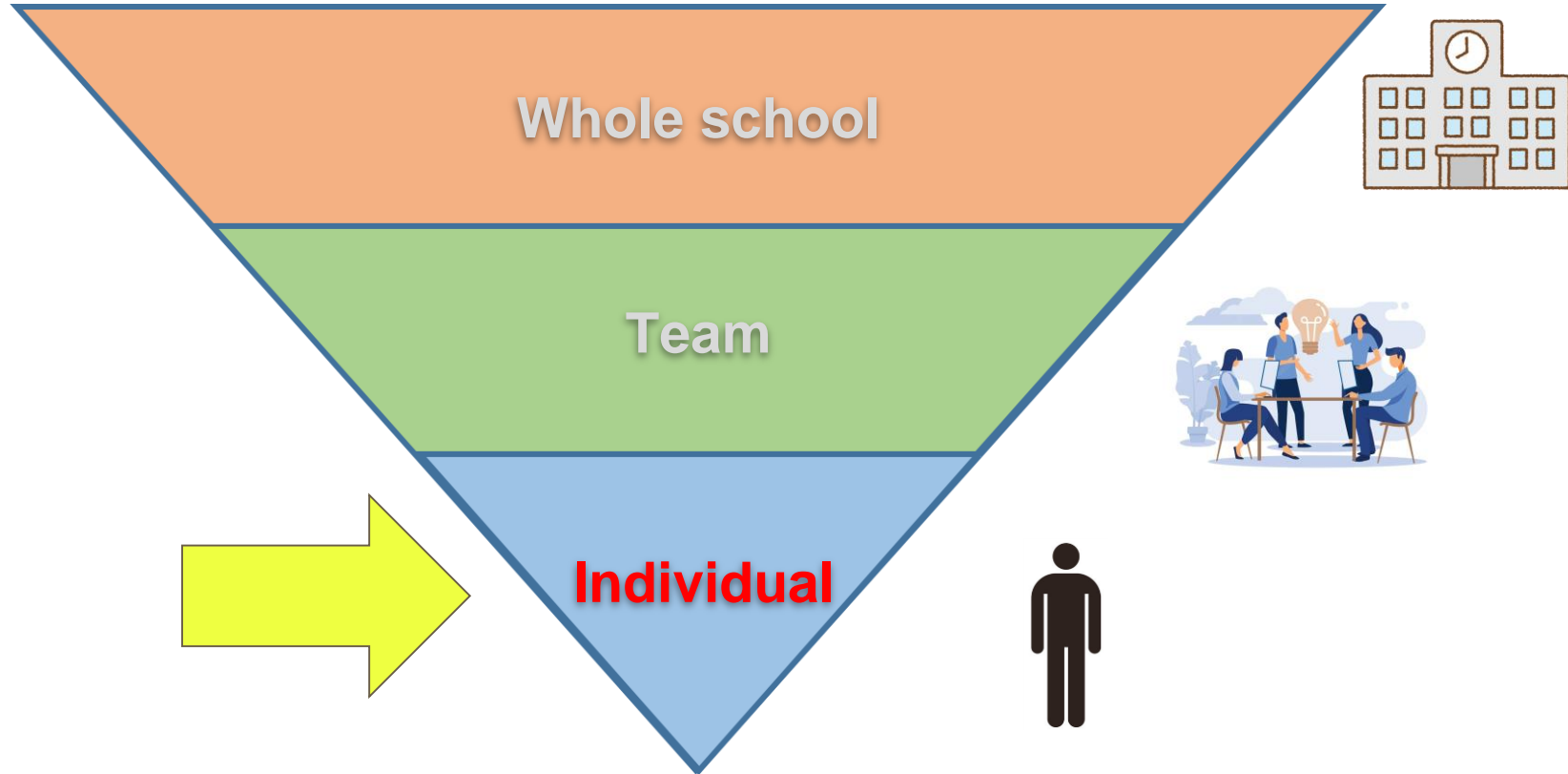
Actual challenges faced by Languages teachers

- *Because of sheer lack of time in a week, each lesson tends to be a little tokenistic, a superficial introduction of both language and cultural contents.*
- *Language teachers are grouped together but we hardly ever have time to communicate/collaborate with teachers of other content, including mainstream English and EAL.*
- *Students can speak in class but when it comes to real situations, they struggle to apply their skills.*

Overcoming Challenges

Whole school

Sharing practice

Leadership support

Team

Language teams

Collaboration

Individual

Advocate

Open-minded

Challenges and Strategies

Whole school

Team

Individual

Becoming a 'Team' Player: Keeping an Open Mind and a Growth Mindset

At an individual level, the shift to a 50/50 learning program required teachers to be:

Open-minded - willing to learn about 50/50, collaborate with other team members and adapt and experiment with logistics

Curious - benefits of more Japanese language, logistics of a 50/50 program and the teaching practices of other staff

Flexible - navigate challenges, accommodate the needs of other team members

logistics

resource

Student Needs

time

ideas
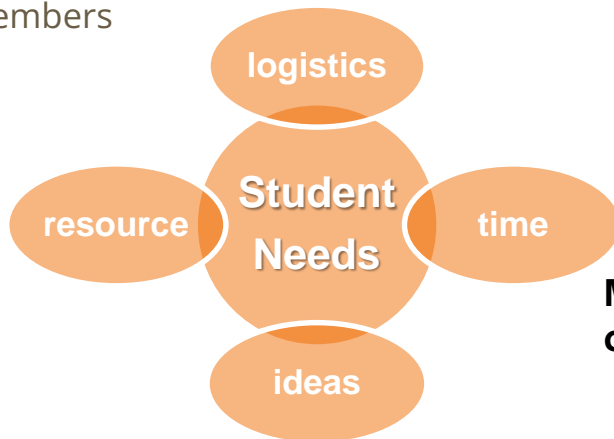
Most importantly, required individuals to put the needs of EVERY student at the forefront of decision-making

'How can this be applied in my context?'

Open-minded

Reflection on practice:

- What habitual elements of your practice are you 'stuck' in? How could you become 'unstuck'?
- What content areas are you interested in exploring further for your own practice?
- Whose teaching practice could you observe to identify areas that can be linked to what you are teaching?
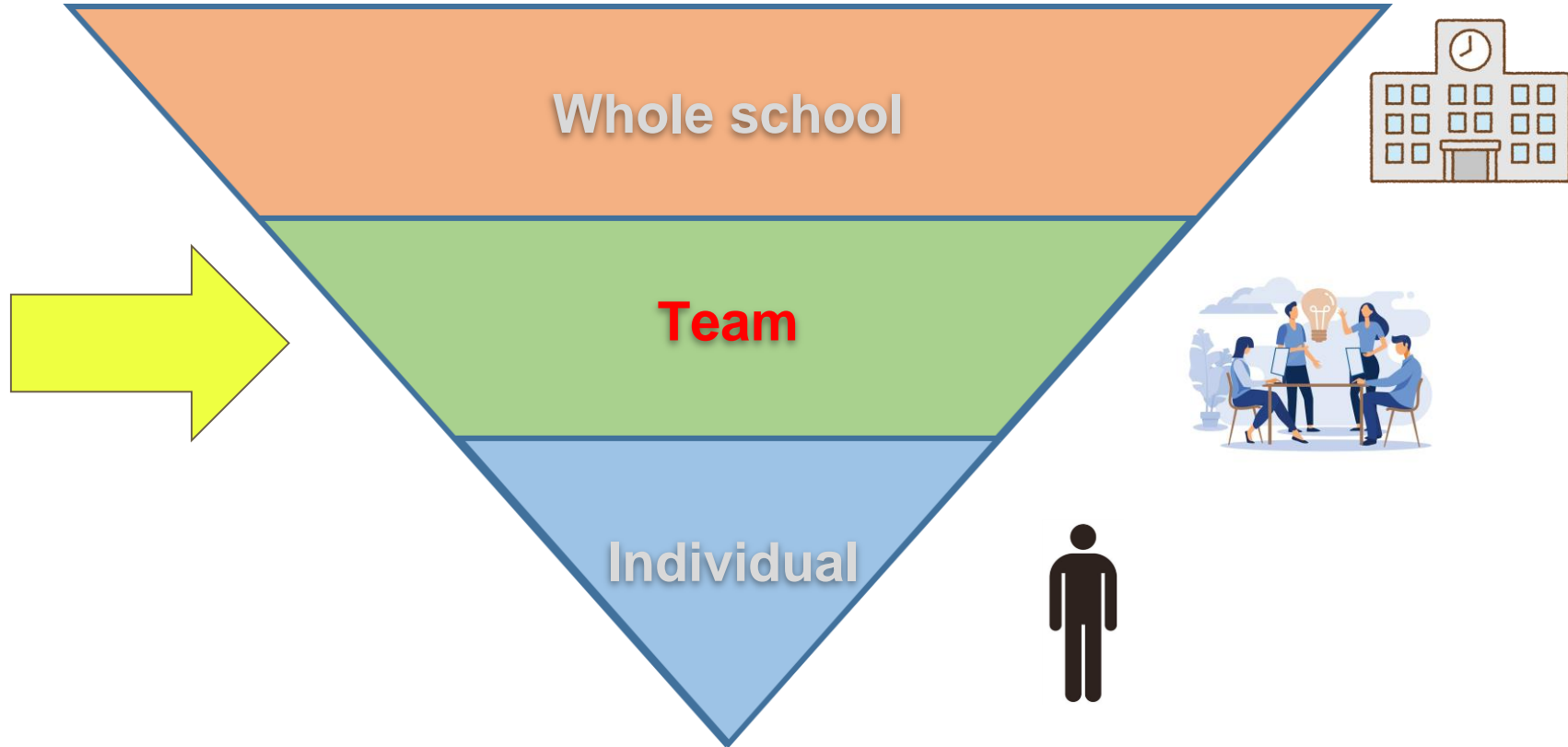
Curiosity

- Professional conversations: find opportunities to engage with other language teachers and share teaching strategies, then find opportunities to engage with teachers from other content areas

Flexible

- Willingness to change your teaching program and practices - incorporating professional conversations, learning walks and peer-feedback to expand and integrate teaching practice

Not every teacher will be open to sharing ideas or collaborating together - find the ones that are and develop a strong professional relationship - they will become ADVOCATES

Challenges and Strategies

Whole school

Team

Individual

Effective Collaboration through Agreed Ways of Working

What you bring to team	Bilingual Understanding/focus Big picture thinking Leadership Teacher and student wellbeing Open	Persistent Student-centred Focused Passionate Patient	English Literacy/Linguistic Expert Student-centred and holistic Caring and respectful relationships	Organised/proactive ICT guru Open Mindset Creative, stimulating learning	Student-centred Flexible/Approachable Open-minded Proactive ICT guru Creative, stimulating learning	Bilingual Understanding/focus Commitment Flexible Student-centred

3 Goals for 2022

- To build resilience in students through a strong wellbeing focus and non-negotiable, bilingual Wellbeing program
- Continued focus integrating Numeracy language (particularly M&G/S&P) across JP and Eng
- Improved student outcomes through data-driven and personalised learning

Team Expectations

- Punctual
- Organised (read agenda, bring all required data/materials)
- Clear agenda that is followed effectively
- Respect - each other, ourselves, our time
- Open mindset and flexible to change
- Active listening

How we will work

- Consistent, open communication
- Collaborate towards the common goal
- Always student-focused
- Work to our strengths within the team and support each other
- Effective, efficient use of time

Using Professional Learning Communities (PLC) Effectively to Collaborate Between Languages

PLC provides a strong framework for bilingual collaboration

- Agreed expectations and norms
- Students-centric discussions

Platform for open communication to maintain consistency between Japanese and English teachers

Bilingual data conversations - looking for student learning needs in English, Japanese and bilingually

Developed action plan for bilingual learning that focused on content, but more importantly on LANGUAGE

HUNTINGDALE PRIMARY SCHOOL
Bilingual Collaboration Improvement Cycle Learning Log

| Team: | Year 1/2 | Term: | 2 | Week: | 2 | Curriculum Area: | Mathematics | Strand: | Number | Area: | Patterns and Algebra (quantity) |

Evaluate & Diagnose (Week 1 of Inquiry Cycle)

Student Names	Entry Evidence	Assessment Tool Used
2A Pitt Mannix 2B Aca Danny 2C Natalie Amelia L 1A Elisa Vihaan 1B Chloe Roland 1C Abigail Jess	1. Students can more accurately answer questions with a visual or pictorial representation 2. Students can answer the questions more accurately when they can find the key words (bold) 3. Students are more successful when keywords are everyday words (heard frequently), inside shorter questions and only have one or two keywords per question.	PAT Maths

What will be the focus of the inquiry?
1. **Quantity language** (Fewest, how much and how many)

Prioritise & Set Goals

SMART Learning Goal for students:	By the end of Week 7, students can highlight/underline the key quantity words (fewest, least, more, less, greater than, most, smallest, largest, how many) in a written sentence and explain what that word means with 90% accuracy.

Our Norms
1. Consistent, open communication
2. Collaborate towards the common goal
3. Always student-focused
4. Work to our strengths within the team and support each other
5. Effective, efficient use of time

Agenda Items

Subject	Discussion	Actions	Who
DATA & MODERATION			
Essential Assessment (5mins)	How are we going? Look at completed Essential Assessment mid-tests (Reading, then Numeracy) Reading Will include comprehension questions about Main Idea in reading lessons this week. Numeracy Reading Lesson 4 (English) this week. Worded questions incorporated into planning session Print Optimal Curriculum Path and use for planning How to use this in Maths lesson	**Planning for W7** Reading focus - need to analyse essential assessment data Numeracy - Gather Data from Post-test, to determine what new skills the students can do. OCP Annika and Alyson to	ENG team JP team Dan Kiko

Bilingual Team-teaching for Content AND Language in Numeracy

Data conversations using PAT Maths highlighted a number of learning needs specific to 'telling time' (VCMMG117) - as numeracy is taught in Japanese, team hypothesised that the LANGUAGE of time may be an area of need

Japanese team had previously taught mathematical content (using clocks, hands etc.) and the language of time, however explicit teaching of the English language of time and application of time language was an area of need for students.

Co-constructed a bilingual lesson sequence on telling time:

- Highlight differences between Japanese and English (e.g. "quarter to/past") to enable their effective code-switching
- Explicitly teach keywords and phrases relating to time in Japanese and English
- Use worded questions in Japanese and English to problem solve and apply conceptual knowledge

Snapshot of our Bilingual Joint Lesson

Bilingual Script and Posters

Q3

JP- とけいは、「ろくじよんじゅうごふん」とじかんがあらわされています。どのとけいが、おなじじかんをあらわしていますか？

(The time on the clock shows quarter to 7. Which clock face shows the same time?)

* Use the flashcard as an example.

Students look for keywords(High)
- じ、ふん、おなじ
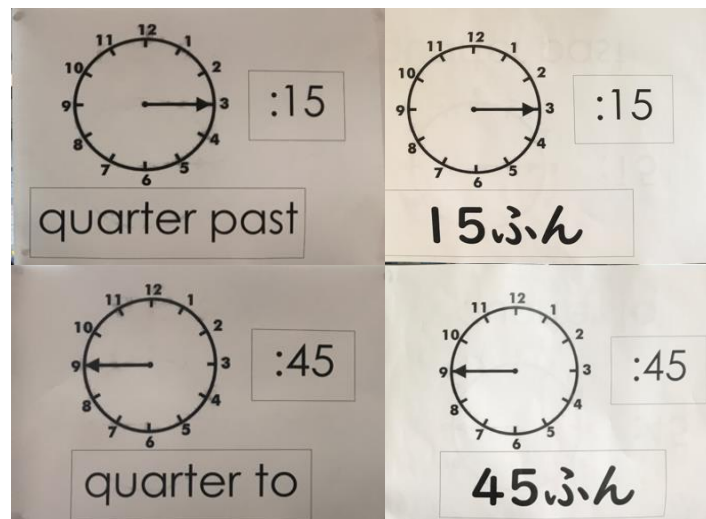
Students look for keywords(Low)
- しち（７）よんじゅうご（４５）

Q4 Worded Problem (E): The time on the clock shows quarter to four. Which clock face shows the same time?

Annika: What do we need to look for first?

Ask students where the keywords are, then draw a square on them.
Students look for keywords: quarter, to, four, face, same

Scripting

Co-constructed bilingual numeracy lessons for 100 students in Grade 1/2 - focused heavily on LANGUAGE, not just content

Required effective collaboration and careful planning to ensure mathematical content delivered in Japanese, but application of numeracy language and content conducted in English

Included direct translations for all Japanese dialogue

- Effective way to ensure all teachers are able to follow the script
- Eased fears of English teachers about not understanding what is being said

Highly effective for student engagement and biliteracy development, as evidenced by post-assessment data (Appendix B)

J: どんなとけいのことばをべんきょうしましたか？
（What words have we learnt？）*O'clock*

J: それをとけいでみせると、どんなふうになるかな？だれかみせてくれる？(Can someone show me what that looks like on the clock?)

E: How do you know?
Students state how they know in either English or Japanese

J: どんなとけいのことばをべんきょうしましたか？
（What words have we learnt？）*Half past*

J: それをとけいでみせると、どんなふうになるかな？だれかみせてくれる？(Can someone show me what that looks like on the clock?)

E: How do you know?
Students state how they know in either English or Japanese

J: どんなとけいのことばをべんきょうしましたか？
（What words have we learnt？）*Quarter past*

'How can this be applied in my context?'

Agreed, documented expectations for effective collaboration

- What are your non-negotiables for collaborating?
- What achievement standards are being worked towards?

Professional data conversations with team members or advocates to determine learning needs for students that can be supported or developed in Japanese

- Support content THROUGH language

Scripting

- Careful planning of content and LANGUAGE with teachers from other content areas is a highly effective way to engage students and develop both Japanese language skills and content language skills

This can be achieved through effective use of PLC time and shared accessible documents

Challenges and Strategies

Whole school

Team

Individual

Expanding Advocacy for Language Teaching: Opportunities for Sharing Practice through Leadership Support

School leadership undertook significant research into the benefits of a 50/50 learning program - shared empirical data with the whole school (including parents and community) before embarking on 50/50 transition

Leadership then facilitated robust discussions and open exploration of the 50/50 concept with teachers, focusing on highly effective collaboration between English and Japanese teachers

Leadership provided timetabled opportunities for teams in the 50/50 program to share their practice, student learning and strategies for best collaboration

Leadership supported our networking with other schools and sharing our practices with them, as well as creating opportunities for our school to learn from them

Leadership Support for logistics

Consistent, timetabled opportunities for collaboration between English and Japanese teachers - significant time allowed for meaningful collaboration

Consistent, timetabled meetings for sharing practice between teams - Literacy/Numeracy Improvement Teams, PLC, Staff Workshops

Whole-school access to consistent shared documentation for planning and assessment - Google Docs, Google Drive, GradeXpert

AMELIA	EAL SUPPORT	2OH RW	2OH WW	FO ART
TOMOKO	1S WW	1M WW	1J PLANNING	1M Maths
ANNIKA	1M WW	1S WW	1S WW	APT
HISAE	FHE WW	PLANNING	1J PLANNING	FHE Maths
JO	1HE WW	FHE WW	1HE WW	F E PLANNING
DAN	FT WW	FO WW	F J/E PLANNING	F E PLANNING
MOE	FO WW	FT WW	F J/E PLANNING	APT
EIJI	3/4M ART	3/4T ART	1M MUSIC	1S MUSIC

Consistent Shared Documentation - Curriculum Design

HUNTINGDALE PRIMARY SCHOOL
CURRICULUM DESIGN

Year level: Grade 1/2	Concept: Curiosity	Term: 4, 2022

Driving Question: How does curiosity help us thrive? たんきゅうしんは、わたしたちをどう ゆたかにしてくれますか。

Supporting Questions (English)	Supporting Questions (Nihongo)
What is curiosity?	たんきゅうしんってなんですか。
How can I be curious?/How can we stay curious?	どうやったらたんきゅうしんをもてるか？/たんきゅうしんをもちつづけられますか。
What stops us from being curious?	どんなときに、たんきゅうしんをもてなくなりますか。
How do I feel when I am curious?	ものがうごくとき、どんなちからがはたらいていますか。
What happens in my brain when I am curious?	そのちからは、いつもみえますか。
What have curious people done for humanity, who are they?	わたしたちのせいかつに、どんなふうにやくにたっていますか。
How has curiosity helped humans survive?	そのものは、べんりですか？ないとどうなりますか。
What did curious people do when they faced challenges? (Working, Trial/Error, Personal troubles, Writer's block)	
How did curious people overcome challenges in their path? (women's rights, human rights)	

'How can this be applied in my context?'

Engage Leadership

- Approach leadership for opportunities to engage with other teams during planning - advocate teachers may provide guidance and a clear plan for supporting integrated learning

Documentation

- Access team planning documents and work with those teams to find areas of learning need that can be supported through language teaching
- Demonstrate clear and effective use of planning documents that are consistent with the school's PLC expectations

Opportunities for Sharing Practice

- With leadership support, develop opportunities to share your practice and share the benefits of integrating content through language teaching

Benefits of Integrated Language Teaching for Student Growth and Literacy Development

Increased sense of ownership to their learning and opportunities to build on prior knowledge

Increased engagement with language - not just English or Japanese, but also home languages

Sparking curiosity across curriculum - moving away from simple repetitive language teaching to more meaningful experiences

Improved problem-solving, higher order thinking and application of concepts in more than one language

Support and application of content, language and culture

Summary: Strategies for the Language Teaching Context

Advocate

Find opportunities to engage with teachers outside your language domain, find individuals who are open-minded and curious about language and literacy to become an ADVOCATE

Open-minded

Be open to changing your teaching program and practices - use opportunities for learning walks and peer-feedback to expand teaching practice and integrate other content areas

Engage Leadership

Promote the benefits of integrated language teaching and advocate for opportunities to collaborate with teams

Collaborate

Engage in professional data conversations with team members or advocates to determine learning needs for students that can be supported or developed in Japanese

Share Practice

Share the benefits and the process of your successful collaboration with whole staff

Every Teacher is a Language Teacher!

Names of materials

Procedure for creation

Listening comprehension for instructions

Scientific vocabulary (content keywords)

Simple phrases for working in teams

Turn-taking and reciprocal listening

Select and use materials, components, tools and equipment using safe work practices to produce designed solutions (VCDSCD030)

Questions?

Appendix A: PLC Cycle Assessment

7. Which clock shows the time a quarter past five?

○   ○   ○   ○

21. Which clock shows a quarter past five?

○   ○   ○   ○

1. What is the time on each clock?

a)   b)   c)   d)

[:]   [:]   [:]   [:]

Write each answer in words.

a)_____

1. Use each clock to fill in the missing information.

a)   b)

Quarter [   ] [6]   Quarter [   ] [   ]

What time does the clock show?

Appendix B: PLC Cycle Pre/Post Data