

Language Teaching Approval Program



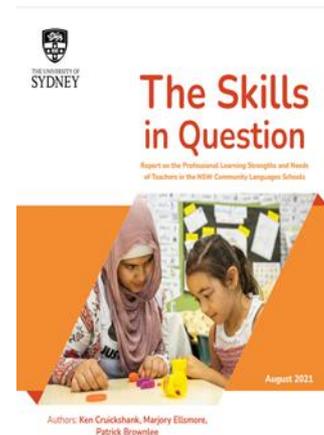
THE UNIVERSITY OF
SYDNEY

—
**Sydney Institute
for Community
Languages
Education**

SICLE - Who are we? What do we do?

Sydney Institute for Community Languages Education

- We support and research linguistic diversity in Australia. Our work informs policy and evidence-based language teaching approaches.
- We support community language teachers and students through the development of curriculum resources and provision of language specific professional learning
- We provide professional pathways for teachers



Background

- **Continual decline in school-based Languages programs**
- **Continual decline in number of students studying Languages in NSW**
- **Language teacher shortage**
- **Estimated 3000 non-languages teachers in DoE schools with language proficiency**



Language Teaching Approval Program

Increasing Language
teacher supply - one
initiative

**Sydney Institute for
Community Languages
Education (SICLE)**



THE UNIVERSITY OF
SYDNEY

Who is this program for?

This program is for existing NESA accredited primary and secondary teachers who would like to add Languages to their teaching methods.



Languages Approval Program

Program consists of:

- Verification of Language Proficiency Test (LPT)
- Language Teaching Methodology course (45 hours = 15 weeks x 3 hours)
- Practicum (15 days)

Completion of all 3 components provides teachers with Approval to teach Languages in NSW DoE schools

1. Verification of Language Proficiency Test (VLPT)

- Provides evidence that teachers have the equivalent of 3 years tertiary study
- Currently tests in 20 languages
- Level is equivalent to Level 3 ISLPR, basic vocational proficiency
- 2.5hr test (Reading, Writing, Speaking, Listening)
- Cost \$400
- To register go to <https://mteach.org.au/language-e-proficiency-tests/>



2. Practicum

- 15 days
- Organised by teachers
- Supervisor or Principal to monitor
- Class observations by USYD/SICLE
- To be completed within 18 months of completing methodology course
- Log book
- Written reflection of prac



3. Primary and Secondary Languages Methodology Course

Target audience: Existing primary and secondary non-languages trained teachers who want to develop Language methodology skills

Delivery: 15 weekly 3-3.5hr online sessions via Canvas and Zoom

Course structure: 2-2.5hrs self-paced and 1hr synchronous tutorial via Zoom each week

Lecturers: Experienced Languages teachers

Cost: \$1,500

Objectives of the course

The focus of this course is on using the NESAs Language syllabi to develop engaging and sequenced language programs that enable students to demonstrate progression in Language.

Participants in the course will:

- Understand the specific issues relate to the teaching of Languages
- Learn how students learn Languages
- Gain a good understanding of the NESAs Languages curriculum
- Be exposed to different programming approaches for Languages
- Learn how to develop a Unit of Work and plan a lesson for Languages based on the NESAs Language syllabi
- Be exposed to effective teaching strategies, resources and ICT tools that will assist them in developing engaging and differentiated tasks to cater for a range of language proficiency levels
- Gain a better understanding of valid and engaging assessment practices in Languages
- Learn of networking and professional support for teachers of Languages

Overview of course content

The content of this course and the assessment tasks align with the three units of study for preservice Languages method teachers at the University of Sydney - *EDMT5611 Languages Curriculum 1*, *EDMT5661 Languages Curriculum 2* and *EDMT6611 Languages Curriculum 3*.



This 42 hour course aligns with the AITSL standards for Proficient level teachers focusing on standards 1, 2, 3, 5, 6 and 7



The course is based on the NES A K-10 Modern Languages Syllabus (2024) and the NES A Stage 6 Language syllabi.

Sequence of course content

Content	AITSL teaching standards	Alignment with USYD Preservice Languages methodology units	Lesson
Background			
1. Issues in teaching Languages	<i>Standard 1:</i> Know students and how they learn	EDMT5611 _ Weeks 5,6,13	Week 1
2. Research: How students learn languages	<i>Standard 1:</i> Know students and how they learn	EDMT5611 _ Weeks 7,8,9	Week 2
3. Syllabus/ Curriculum familiarity	<i>Standard 2:</i> Know the content and how to teach it	EDMT5661- Week 12 EDMT6611- Weeks 1, 2,7	Week 3
Planning			
4. Programming approaches	<i>Standard 2:</i> Know the content and how to teach it	EDMT5611 _ Weeks 10,11,12	Weeks 4,5
5. Developing a Unit of Work	<i>Standard 3:</i> Plan for and implement effective teaching and learning	EDMT6611 – Weeks 5, 8	Weeks 6,9
6. Lesson Planning	<i>Standard 3:</i> Plan for and implement effective teaching and learning	EDMT6611 – Week 2	Week 7
Implementing			
7. Effective teaching strategies	<i>Standard 3:</i> Plan for and implement effective teaching and learning	EDMT5661 – Week 4, EDMT6611 – Weeks 3,4	Week 8
Assessing			
8. Valid and engaging Assessment practices in Languages	<i>Standard 5:</i> Assess, provide feedback and report on student learning	EDMT5661-Weeks 3,10 EDMT6611 – Week 6	Weeks 10,13
Resourcing			
9. Language teaching resources	<i>Standard 3:</i> Plan for and implement effective teaching and learning	EDMT5661- Week 11	Week 11
10. Effective ICT tools for teaching and learning Languages	<i>Standard 3:</i> Plan for and implement effective teaching and learning	EDMT5661 – Weeks 1,2 EDMT6611 – Week 8	Week 12
11. Networking and support for	<i>Standard 6:</i> Engage in professional learning	EDMT5611 - Weeks 13	Week 14



Assessment

Task	Detail	Standards addressed	Week
Checkpoint 1 Reflection on Weeks 1-4 of course	Key questions to reflect on: How are you going to teach your language? What will be the challenges? How will you program for Languages?	1.2.2; 2.3.2; 6.1.2; 6.2.2; 6.3.2;	Week 5
Checkpoint 2 Develop a Unit of Work for Languages	Students are required to plan and design a languages unit of work (4-6 weeks of a school term) for a relevant stage.	2.1.1; 2.2.1; 2.3.1; 2.4.1; 2.5.1; 2.6.1; 3.1.1; 3.2.1; 3.3.1; 3.4.1; 3.6.1; 4.1.1; 4.2.1; 5.1.1;	Week 9
Checkpoint 3 Create an assessment task from the Unit of Work	Students are required to develop an assessment task from their Unit of Work (Checkpoint 2)	3.1.2; 5.1.2; 5.2.2	Week 13
Checkpoint 4 Presentation of student work	Students to present to class one aspect of the course: <ul style="list-style-type: none"> – Assessment task – Unit of Work – Resource – Digital platform 	1.2.2; 1.3.2; 1.5.2; 2.1.2; 2.2.2; 2.3.2; 2.6.2; 3.2.2; 5.1.2; 6.3.2;	Week 14
Reflection of practicum	Students are required to write a reflection of their 15 days practicum. The reflection should include: <ul style="list-style-type: none"> - Notes on class observations - Lesson plans with evaluations - Notes on discussions with colleagues/parents/students 	All standards including Standard 4: Create and maintain supportive and safe learning environments	

Questions?

Please email us at:

sicle.curriculum@sydney.edu.au



THE UNIVERSITY OF
SYDNEY