Framework for Effective Languages Programs in Schools

Student learning

- Communicating in additional languages
- Intercultural capability and language awareness

Explicit teaching and scaffolding

Acquisition of new language, scaffolding, explaining structures, communication conventions, cultural connections and ways of thinking

Content-based instruction

Engaging students using the target language to explore relevant topics, themes and other domains (such as geography or maths)

Practical application

Opportunities for real-world language use and scenario-based naturalistic language use

Assessment as, of and for learning

Personalised feedback and scaffolded learning

How these elements can be delivered

Language teacher

- The language teacher provides personalised learning and support across all program elements
- Language teaching may be face to face or through blended learning
- The language teacher may be based in the school, a virtual classroom* or the VSL

Supporting resources

- Language assistants from overseas and local communities
- ICT online materials, software programs, online courses, digital devices, new technology
- Partnerships with Community Languages Schools, cultural and professional associations, universities
- Overseas sister schools
- Generalist teachers with language and cultural skills
- Community members with language and cultural skills
- Partnerships with parents and community
- Schools from other sectors

Our rich linguistic and cultural resources enhance language learning

Connecting to overseas countries provides opportunities for real engagement!

Partnerships with parents and community are a vital resource

Maintaining effective programs

- Regular, frequent lessons
- Sustained effort, cumulative learning over time
- Appropriate time allocations
- Periods of intense immersion using the language
- In a virtual classroom, the language teacher is equipped with ICT (e.g., using Ultranet, videoconferencing) to deliver a class across a number of schools.

Effective programs need to be supported by the whole school, the network and the system

Whole-school support including parents and communities

- Actively valued in the school
- Adequate budgets to access resources
- Personalised learning and groupings
- Continuous provision of programs
- Smooth transitions from primary to secondary

Network support

- SRP funding for language programs
- Victorian School of Languages
- Languages Regional Project Officers
- Language advisors
- Teacher Professional Associations
- Community Languages Schools

System support

- Cultural organisations
- Business partnerships
- Foreign governments
- Universities
- Ultranet
- NALSSP initiatives

Teaching practice

The e5 model outlines five domains for quality teaching practice

e5 Instructional model

Evaluate
Elaborate
Engage
Explore
Explain

Professional standards

- Educational theory and practice
- Language and culture
- Language pedagogy
- Ethics and responsibility
- Personal characteristics

Professional relationships

- Awareness of wider context
- Advocacy
- Personal characteristics

Framework developed by Professor Joseph Lo Bianco and DEECD, 2010