TEACHER TRAINING FOR VICTORIA'S COMMUNITY LANGUAGES SCHOOL INSTRUCTORS/TEACHERS

Teacher training is crucial in the process of ensuring quality programs in Victoria's after-hour ethnic schools/community languages schools.

The Department of Education provides funding to allow teachers to undertake training programs. Tertiary institutions are commissioned to deliver these programs and their content is negotiated. Comments made by teachers and school authorities at conferences and Community Languages Victoria (CLV) General Meetings are discussed and where practical incorporated.

The current series of training programs is the outcome of recent discussions with teachers, tertiary institution representatives and representatives of the Department of Education.

PRE-REQUISITES

Applicants must currently be teaching in a community language school in Victoria. Prerequisites to certain courses must be met.

PARTICIPANTS & VIABILITY

Each course has a restricted number of positions (varying between 25 to 30 participants).

All courses are subject to number of applicants.

APPLICATION DEADLINE

You must apply by Monday, 5th May 2025.
Only successful registrants will be contacted.

HOW WILL I KNOW I'VE BEEN SELECTED?

You will receive a written notification via email.

WHAT IF I'M NOT SELECTED?

You will be notified in writing and your name will be added to a waiting list.

Subject to further funding by the Department of Education, there will be another round offered in a future date.

WHAT IF I CANNOT ATTEND?

You must contact CLV and inform us. If you agree to undertake the course you must attend ALL of the sessions.

MESSAGE TO PRINCIPALS

Principals, please assist us by ensuring that:

- Teachers are enrolled on time, using the correct online form.
- Teachers are notified about the date, time and venue of the course.
- Teachers are aware they must attend ALL of the sessions.
- You inform CLV if teachers cannot attend the course.

Where language and culture

come together.

RMIT UNIVERSITY

LANGUAGE METHODOLOGY TEACHER TRAINING
CHINESE & MIXED LANGUAGES

Semester 1, 2025

To register:
https://bit.ly/METHODOLOGY-SEM12025

Closing date: Monday, 5th May 2025

VICTORIA State Government | Department of Education

All sessions are funded by the Department of Education and supported by the Commonwealth Department of Education (DoE).

CHINESE PHASE 2 / 中文二段

- **Dates:** 7 May to 2 July 2025 (WEDNESDAYS)
- **Time:** 5:30 PM to 8:30 PM
- **Delivery:** Online
- **Suitable Participants:** 中文教师, Chinese language teachers
- **Course Content:**
  - 中文语言学及维州中文课程大纲
  - Chinese Linguistics and Vic Chinese Curriculum
- **Facilitator:** Mr Jixing Xu
- **Pre-requisites:**
  - 已完成 RMIT 社区语言教师课程 中文一段 或者 教育心理学
  - Those who have completed Chinese 1 OR Education Psychology for Teaching Languages.

Course Description

This is the second, or Level 2 language methodology course for teachers and instructors of Chinese in community schools in Victoria. It will provide further professional learning and networking for Chinese community teachers and instructors who may have or have not acquired a formal teaching qualification in Australia and have completed the Level 1 language methodology course at RMIT.

Similar to the Level 1 language methodology course, the Level 2 course is also designed in the context of the *Victorian Government's Vision for Languages Education*, and the *Victorian Curriculum F-10 (Languages)*. The course design accentuates the significant role and contribution of Victorian community language schools through explicit links to up-to-date theories in language education.

This course has been provided in previous years and has been improved based on participants' evaluation surveys. Changes involve updating topics and teaching materials with more contemporary teaching and learning focus, including using technology to teach Chinese. The design of this course will be continuously updated using a research and evidence-driven approach.

Course Description (continued):

The course will be delivered in ten sessions.

Participants will benefit from specific pedagogical approaches to Chinese language education that are embedded in educational psychology and sociology. They will develop skills of teaching Chinese through the uses of games, popular and classical cultures, and technology. They will learn to differentiate lesson and activity planning for community language classes which often accommodate mixed-level students. They will understand and more importantly apply cognitive and constructivist learning theories through hands-on workshop activities. They will learn to design meaningful assessments and effective teacher feedback. They will understand the role of language education in fostering intercultural understanding and contributing to citizenship education.

This course continues (the practice of the Level 1 course) to serve as a platform for community teachers and instructors across Victoria to nurture productive networks for the development of cross-school collaboration. In this course, a session is specifically designed for cross-school collaboration. Specifically, teachers will be asked to plan language and cultural events, and projects that contribute to community building. Participants will continue to develop their understanding of language teaching and learning approaches and improve their capacity for quality teaching at community language schools.

Delivery Modes

- Classroom seminars and workshops
- Individual and teamwork on projects
- Participant presentations and project reports

Upon successful completion of this course, participants will:

- Have developed an understanding of specific pedagogical approaches to Chinese language education that are embedded in educational psychology and sociology.
- Have collected or created multiple resources for the teaching of Chinese, especially through the uses of games, popular and classical cultures, and technology.
- Have understood the mixed-nature of community language schools, and developed strategies and techniques to differentiate lesson and activity planning for community language classes.
- Have developed an understanding and more importantly ways of applying cognitive and constructivist learning theories in Chinese language education.
- Have developed an understanding of the role of language education in fostering intercultural understanding and contributing to citizenship education.
- Have developed an understanding of meaningful assessments and effective teacher feedback.

The course may be accredited as a language elective course towards a degree program in the RMIT University. Please contact the Program Manager for specific requirements.

To successfully complete this section of the course, participants are required to:

1. Attend **ALL** sessions;
2. Participate and contribute actively in sessions;
3. Demonstrate evidence of having read assigned readings; and
4. Submit assessment tasks to a satisfactory standard.

Application Deadline
You must apply by Monday, 5th May 2025.

CHINESE PHASE 4 / 中文四段

- **Dates:** 9 May to 4 July 2025 (FRIDAYS)
- **Time:** 5:30 PM to 8:30 PM
- **Delivery:** Online
- **Suitable Participants:** 中文教师, Chinese language teachers
- **Course Content:**
  - VCE 第一语言考试
  - VCE First Language Exams
- **Facilitator:** Mr Wei Ha
- **Pre-requisites:**
  - 已完成 RMIT 社区语言教师课程中文一段 和中文二段 或者
  - 已完成 RMIT 社区语言教师课程教育心理学和中文二段
  - Those who have completed Chinese 1 and 2, OR
  - Those who have completed Education Psychology and Chinese 2.

Course Description

This language methodology course will provide professional learning and networking for teachers who work in community Chinese language schools in Victoria. It is suitable for Chinese-teaching community language teachers and instructors who may have or have not acquired a formal teaching qualification in Australia.

This course is designed in the context of the *Victorian Government's Vision for Languages Education, the Victorian Curriculum F-10 (Languages)*, and the VCE languages exams. The course design accentuates the significant role and contribution of Victorian community language schools through explicit links to up-to-date theories in language education.

This course has been provided in previous years and has been improved based on participants' evaluation surveys. Changes involve updating teaching materials with more contemporary teaching and learning focus, including using technology to teach Chinese VCE. The design of this course will be continuously updated using a research and evidence-driven approach.

Course Description (continued):

The course will be delivered in ten sessions with a focus on VCE First Language exams.

Participants will benefit from increased knowledge teaching and learning Chinese in the context of the VCE exams. They will develop a comprehensive understanding of VCE studies in Victoria, such as planning procedure and school and teacher responsibilities. Importantly, participants will develop practical skills for designing and teaching VCE courses to students of First Language background.

The course also serves as a platform for community teachers across Victoria to establish and nurture productive networks for the development of cross-school collaboration. Future cross-school collaboration may take place in the form of language and cultural events and projects that contribute to community building.

Delivery Modes

- Classroom seminars and workshops
- Individual and teamwork on projects
- Participant presentations and project reports

Upon successful completion of this course, participants will:

- Have developed an understanding of the role of community language schools as providers of VCE studies.
- Have developed an understanding of the structure and procedure of VCE First Language Exams.
- Have been exposed to a range of teaching materials for the teaching and learning of the above-mentioned VCE courses.
- Have an improved understanding of a range of teaching pedagogies for effective VCE studies.

The course may be accredited as a language elective course towards a degree program in the RMIT University. Please contact the Program Manager for specific requirements.

To successfully complete this section of the course, participants are required to:

1. Attend **ALL** sessions
2. Participate and contribute actively in sessions
3. Demonstrate evidence of having read assigned readings
4. Submit assessment tasks to a satisfactory standard.

Application Deadline
You must apply by Monday, 5th May 2025.

EDUCATION PSYCHOLOGY FOR TEACHING LANGUAGES (MIXED LANGUAGES)

- **Dates:** 8 May to 3 July 2025 (THURSDAYS)
- **Time:** 5:30 PM to 8:30 PM
- **Delivery:** Online
- **Suitable Participants:** Teachers of any language
- **Course Content:**
  - Education psychology
  - Design of online teaching
- **Facilitator:** Dr Wei Lu
- **Pre-requisites:**
  - Intermediate to advanced English proficiency.

Course Description

This course will provide professional learning and networking for teachers of all languages who work in community language schools in Victoria. It is suitable for community language teachers who may have or have not acquired a formal teaching qualification in Australia.

This course is designed in the context of the Victorian Government's *Vision for Languages Education, the Victorian Curriculum F-10 (Languages)*, and VCE languages exams. The course design accentuates the significant role and contribution of Victorian community language schools through explicit links to up-to-date theories in language education.

This course has been provided in previous years and has been improved based on participants' evaluation surveys. Changes involve adding language learning theories and specifying assessment tasks and criteria. The design of this course will be continuously updated using a research and evidence-driven approach.

Course Description (continued):

The course will be delivered in ten sessions.

Participants will benefit from increased knowledge in education psychology in general, as well as exemplary pedagogies of language teaching and learning. They will develop a comprehensive understanding of the historical, social and cultural contexts of community languages schools in Victoria and its place in the Victorian schooling system, current theories and practices in languages education, as well as strategies, techniques and resources for teaching second/additional/foreign languages. Importantly, participants will develop practical skills for conducting digital story projects to support their own teaching.

The course also serves as a platform for community language teachers and instructors across Victoria to establish and nurture productive networks for the development of cross-school collaboration. Future cross-school collaboration may take place in the form of language and cultural events and projects that contribute to community building. It is expected that the participants will develop awareness and understanding of current language teaching and learning issues and improve their capacity for quality teaching at community language schools.

Delivery Modes

- Classroom seminars and workshops
- Individual and team work on projects
- Participant presentations and project reports

Upon successful completion of this course, participants will:

- Have been exposed to current learning theories in education psychology, including behavioral, cognitive, social-cognitive, constructivist, and motivational views of learning.
- Have developed an understanding of the use of different learning theories in teaching languages in community language schools.
- Have acquired knowledge and understanding of the Victorian Curriculum F–10 and VCE languages
- Have developed an understanding of the digital story approach to analyse and improve their existing programs.
- Have been exposed to a range of curricular and pedagogical resources for the teaching and learning of community language and have developed a reflective approach towards evaluating such materials.
- Have developed a better understanding of communication strategies between school and parents as well as ways of encouraging parent participation in students' language learning and education.

The course may be accredited as a language elective course towards a degree program in the RMIT University. Please contact the Program Manager for specific requirements.

To successfully complete this section of the course, participants are required to:

1. Attend **ALL** sessions
2. Participate and contribute actively in sessions
3. Demonstrate evidence of having read assigned readings
4. Submit assessment tasks to a satisfactory standard.

Application Deadline
You must apply by Monday, 5th May 2025.

AI IN LANGUAGE EDUCATION (MIXED LANGUAGES)

- **Dates:** 7 May to 2 July 2025 (WEDNESDAYS)
- **Time:** 5:30 PM to 8:30 PM
- **Delivery:** Online
- **Suitable Participants:** Teachers of any language
- **Course Content:**
  - Using AI technologies to design and teach languages
- **Facilitator:** Dr Jing Qi
- **Pre-requisites**:
  - Those who have completed Education Psychology.

Course Description

This language methodology course will provide professional learning and networking for teachers of all languages who work in community language schools in Victoria. It is suitable for community language teachers who may have or have not acquired a formal teaching qualification in Australia.

This course is designed in the context of the *Victorian Government's Vision for Languages Education*, the *Victorian Curriculum F-10 Version 2.0 (Languages)*, and VCE languages exams. The course design accentuates the significant role and contribution of Victorian community language schools through explicit links to up-to-date theories in language education.

Another version of this course with a focus on the use of overall technology in language education was delivered in 2023 and 2024 and was well received. This version will zoom in on the use of Generative AI technologies, and the course design will be updated continuously using a research and evidence-driven approach.

Course Description (continued):

The course will be delivered in ten sessions.

Teachers will have the opportunity to canvass a diverse range of language teaching strategies, techniques and resources, especially in relation to meaningful use of Artificial Intelligence tools, in the contexts of teaching second/additional/foreign languages. Teachers will benefit from increased knowledge in harnessing the power of the recent AI-driven educational technology in teaching language skills including listening, speaking, reading, writing and viewing. Teachers will develop a comprehensive understanding of the scope and characteristics of each language skill, what needs to be taught in the skill, exemplary approaches and effective and creative activities for teaching the skills. Teachers will then explore how AI-driven technology can be used in a safe and responsible manner (or avoided depending on the pedagogical effects) to enhance the design of language learning activities which address multiple language skills in an integrated manner.

The course also serves as a platform for community language teachers and instructors across Victoria to establish and nurture productive networks for the development of cross-school collaboration. Future cross-school collaboration may take place in the form of language and cultural events and projects that contribute to community building. It is expected that the participants will develop awareness and understanding of current language teaching and learning issues and improve their capacity for quality teaching at community language schools.

Delivery Modes

- Online seminars and workshops
- Individual work on projects
- Participant presentations

Upon successful completion of this course, participants will:

- Have developed familiarity with the current landscape of AI-driven education technologies in relation to language teaching and learning.
- Have grasped a range of core principles and effective approaches of selecting and integrating AI-driven education technologies for community languages education.
- Have gained hands-on experiences to select appropriate AI- driven education technologies to design language education activities in consideration of the characteristics of individual community language schools.
- Have developed an understanding of the cutting-edge Gen-AI technologies and its implications for language education.
- Have critically reflected on the perceived benefits and practical limitations of AI technologies in education, and the roles of language teachers in AI-facilitated educational contexts.

The course may be accredited as a language elective course towards a degree program in the RMIT University. Please contact the Program Manager for specific requirements.

To successfully complete this section of the course, participants are required to:

1. Attend **ALL** sessions
2. Participate and contribute actively in sessions;
3. Demonstrate evidence of having read assigned readings
4. Submit assessment tasks to a satisfactory standard.

Application Deadline
You must apply by Monday, 5th May 2025.