

## 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. If the course is in Methodology II, written evidence of completion of Methodology I must be provided.

### PARTICIPANTS & VIABILITY

Each course has a restricted number of positions (varying between 20 to 35 participants).

All courses are subject to number of applicants.

### APPLICATION DEADLINE

***You must apply by 26 September 2022.***

### 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 and Training, new courses will be offered at a later date.

### WHAT IF I CANNOT ATTEND?

You must contact CLV and inform us. If you agree to undertake the course you must attend at least 90% 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 at least 90% of the sessions
- You inform CLV if teachers cannot attend the course



## LOTE METHODOLOGY TEACHER TRAINING COURSES CHINESE & MIXED LANGUAGES

**SEMESTER 2, 2022 (SEPT-DEC 2022)**

**Closing date: 26 September 2022**

**To register:**

**<https://communitylanguages.org/T raining-Sem2-2022>**



Education  
and Training

All courses are funded by the Department of Education & Training and supported by the Commonwealth Department of Education Skills and Employment.

## CHINESE PHASE 1

- **Dates:** 30 September to 2 December (Fridays)
- **Time:** 5:30 PM to 8:30 PM
- **Venue:** Online (10 sessions)
- **Content:**
  - 中文教学基础及线上教学资源介绍
  - Foundations of Chinese Language Education
  - Online language learning resources
- **Pre-requisites:** N/A

### Course Description

This Level 1 language methodology course will provide professional learning and networking for teachers who work in community Chinese language schools in Victoria, Australia.

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.

### Delivery Modes

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

### Course Description (continued):

Participants will benefit from increased knowledge in education in general, as well as language teaching and learning. They will develop a comprehensive understanding of the historical, social and cultural contexts of Chinese 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 designing and evaluating Chinese language programs, units of work, lessons and class activities.

The course also serves as a platform for community school 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.

### Upon successful completion of this course, participants will:

- Have developed an understanding of the place of Chinese schools in the general framework of schooling in Victoria and have developed an understanding of the history of Chinese language education in Victoria.
- Have been exposed to current theories and practices in teaching and learning languages, assessment and reporting, have acquired knowledge and understanding of LOTE VLES, and have developed strategies to review their existing programs.
- Have been exposed to a range of teaching materials for the teaching and learning of Chinese and have developed a reflective approach towards evaluating such materials. Have acquired relevant understanding of curriculum development
- Have been exposed to a range of information and teaching techniques in areas such as speaking, teaching Mythology, Folklore and History, dance, culture, teaching mixed ability groups, correcting mistakes in written speech and the use of English in the Chinese class. 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 towards a degree program at RMIT University as a language elective course (12 credit points).



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### CHINESE PHASE 3

- **Dates:** 28 September to 30 November (Wednesdays)
- **Time:** 5:30 PM to 8:30 PM
- **Venue:** Online (10 sessions)
- **Content:**
  - 中文VCE第二语言教学法及线上教学资源介绍
  - Chinese VCE (Second Language)
  - Online language learning resources
- **Pre-requisites:** Those who have completed Chinese 1 (or 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, Australia. 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.

### Delivery Modes

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

### Course Description (continued):

The course will be delivered in ten sessions with a focus on VCE exams (Chinese Second Language, Chinese Second Language Advanced, Chinese Language and Culture). 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 in Chinese Second Language, Chinese Second Language Advanced, and Chinese Language and Culture. 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.

### 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 exams for Chinese Second Language, Chinese Second Language Advanced, Chinese Language and Culture.
- 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 towards a degree program at RMIT University as a language elective course (12 credit points).



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## EDUCATION PSYCHOLOGY FOR TEACHING LANGUAGES (MIXED LANGUAGES)

- **Dates:** 29 September to 1st December (Thursdays)
- **Time:** 5:30 PM to 8:30 PM
- **Venue:** Online (10 sessions)
- **Content:**
  - Education psychology
  - Design of online teaching
  - 教育心理学与语言教学
  - 线上教学设计
- **Pre-requisites:** Intermediate to advanced English proficiency. 中级以上英语能力

### 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, Australia. 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.

### Delivery Modes

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

### Course Description (continued):

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.

### 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 analyze 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 towards a degree program at RMIT University as a language elective course (12 credit points).



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## TEACHING INTEGRATED LANGUAGE SKILLS (MIXED LANGUAGES)

- **Dates:** 28 September to 30 November (Wednesdays)
- **Time:** 5:30 PM to 8:30 PM
- **Venue:** Online (10 sessions)
- **Content:**
  - Integrated skills approach to Language teaching
  - Online language learning resources
  - 综合语言技能教学法
  - 线上教学资源介绍
- **Pre-requisites:** Intermediate to advanced English proficiency. 中级以上英语能力

### 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, Australia. 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.

### Delivery Modes

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

### Course Description (continued):

Participants will be exposed to a diverse range of strategies, techniques and resources for teaching second/additional/foreign languages. They will benefit from increased knowledge in teaching language skills including listening, speaking, reading, writing and viewing. Participants will develop a comprehensive understanding of the scope and characteristics of each language skill, what needs to be taught in the skill, exemplary approaches to teaching the skill, and effective and creative activities for teaching the skill. After learning how to teach the skills separately, they will then explore how language learning activities can be designed to teach multiple 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.

### Upon successful completion of this course, participants will:

- Have gained an understanding of what teaching each core language skill involves.
- Have gained knowledge about an integrated-skills approach to teaching languages.
- Have developed an understanding of how to develop a unit of work in the context of the Victorian Curriculum.
- Have gained knowledge about a diverse range of language teaching approaches and rationales.
- 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 towards a degree program at RMIT University as a language elective course (12 credit points).



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