

## 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 20 to 35 participants).

All courses are subject to number of applicants.

### APPLICATION DEADLINE

***You must apply by 22 April 2023.***

### 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 1, 2023 (APR-JUN 2023)**

**Closing date: 22 April 2023**

**To register:**

**<https://bit.ly/CLS-TRAINING-SEM12023>**



Education  
and Training

All sessions are funded by the Department of Education and supported by the Commonwealth Department of Education & Training (DET).

## CHINESE PHASE 2

- **Dates:** 26 April to 28 June (Wednesdays)
- **Time:** 5:30 PM to 8:30 PM
- **Venue:** Online (10 sessions)
- **Content:**
  - 中文语言学及课程论
  - Chinese Linguistics and Curriculum
- **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.

### Course Description

This is the second, or level-2 language methodology course for teachers and instructors of Chinese in community school in Victoria, Australia. 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 and specifying assessment tasks and criteria. The design of this course will be continuously updated using a research and evidence-driven approach.

### Delivery Modes

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

### 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.

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



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## CHINESE PHASE 4

- **Dates:** 28 April to 30 June (Fridays)
- **Time:** 5:30 PM to 8:30 PM
- **Venue:** Online (10 sessions)
- **Content:**
  - VCE 第一语言考试
  - VCE First Language Exams
- **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 中文二段 和教育心理学
  - 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, 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

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

### 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.

### 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:** 27 April to 29 June (Thursdays)
- **Time:** 5:30 PM to 8:30 PM
- **Venue:** Online (10 sessions)
- **Content:**
  - Education psychology
  - Design of online teaching
- **Pre-requisites:** Intermediate to advanced English proficiency.

### 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

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

### 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.

### 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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## LANGUAGE TEACHING AND TECHNOLOGY (MIXED LANGUAGES)

- **Dates:** 26 April to 28 June (Wednesdays)
- **Time:** 5:30 PM to 8:30 PM
- **Venue:** Online (10 sessions)
- **Content:**
  - Integrated skills approach to Language teaching
- **Pre-requisites:** Intermediate to advanced English proficiency.

### Course Description

This new course has been developed based on teacher requests. The course design will be updated continuously using a research and evidence-driven approach.

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):

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 education technology in the contexts of teaching second/additional/foreign languages. Teachers will benefit from increased knowledge in harnessing the power of education 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 to teaching the skill, and effective and creative activities for teaching the skill. Teachers will then explore how technology can be used (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.

### 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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