

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 9 October 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 2, 2023 (OCT-DEC 2023)

Closing date: 9 October 2023

To register:

<https://bit.ly/CLS-TRAINING-SEM22023>



Education
and Training

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

CHINESE PHASE 1

- **Dates:** 13 October to 8 December (Fridays)
- **Time:** 5:30 PM to 8:30 PM
- **Venue:** Online (10 sessions)
- **Content:**
 - 中文语言学、课程论、教学法
 - Chinese Linguistics, Curriculum and Pedagogies
- **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.

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 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 and/or 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 language 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 the Victorian Curriculum F-10 and the VCE languages exam, 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 language 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 ethnic language groups, correcting mistakes in written speech and the use of English as medium of instruction in Chinese language classes.
- 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 in the RMIT University as a language elective course (12 credit points).



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CHINESE PHASE 3

- **Dates:** 11 October to 6 December (Wednesdays)
- **Time:** 5:30 PM to 8:30 PM
- **Venue:** Online (10 sessions)
- **Content:**
 - VCE考试
 - VCE exams (Chinese Second Language, Chinese Second Language Advanced, Chinese Language and Culture).
- **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 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:** 12 October to 7 December (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 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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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 developed familiarity with the current landscape of education technologies in relation to language teaching and learning.
- have grasped a range of core principles and effective approaches of selecting and integrating education technologies for community languages education.
- have gained hands-on experiences to select appropriate digital technologies to design language education activities in consideration of the characteristics of individual community language schools.
- have developed an understanding of the cutting-edge AI technologies and its implications for language education.
- have critically reflected on the perceived benefits and practical limitations of education technologies, and the roles of language teachers in digitally facilitated educational contexts.

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:** 11 October to 6 December (Wednesdays)
- **Time:** 5:30 PM to 8:30 PM
- **Venue:** Online (10 sessions)
- **Content:**
 - Integrated skills approach to Language teaching
- **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, 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