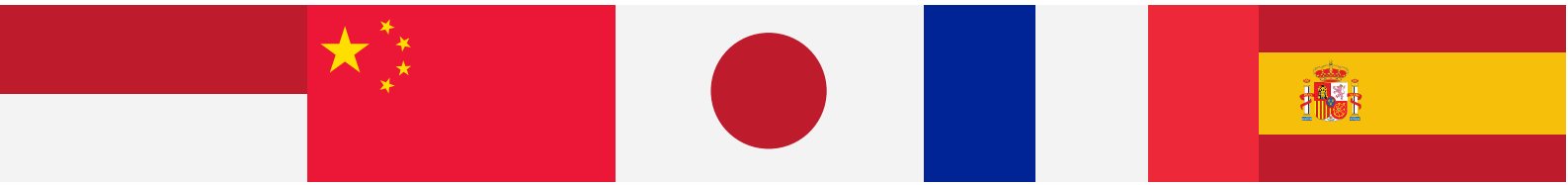




Language Partnership Program Guide



Government
of South Australia

Department for Education

Language Partnership Program Guide

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1. Introduction

The Language Partnership Program provides access to language learning for classes of students in schools. Language lessons are taught via interactive technologies. The program targets primary age students - middle years programs may be available by negotiation. Curriculum is based on the Australian Curriculum: Languages and aligns with the Literacy and Numeracy learning continuums. The program's intercultural approach integrates the learning of language and culture. The success of this program relies on the partnership between your school community and Open Access College (OAC).

1.1. Aims

The Language Partnership Program adopts the aims of the Australian Curriculum: Languages in developing knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, thereby developing an intercultural capability in communication
- understand themselves as communicators

These three aims are interrelated and provide the basis for the two organizing strands: Communicating and Understanding. The three aims are common to all languages.

The Language Partnership Program also aims to:

- function within a flexible learning context that is responsive to the interests, abilities and needs of students
- empower classroom teachers to engage with language learning
- bring an appreciation of language and culture to the wider school community

1.2. Organization

Classes are organized according to school class groupings. Each class receives a minimum of two language lessons a week. One online language lesson per week of approximately 30 minutes duration (depending on year level) is timetabled for each class in negotiation between OAC and your school. This lesson is taught by the OAC language teacher with support from the classroom teacher in managing the class and the technology at the school site. The second weekly lesson is scheduled for a minimum of 30 minutes per week and is led by your classroom teacher. This lesson is an essential part of the learning program in reinforcing language and preparing for the next timetabled lesson with the specialist language teacher. The OAC language teacher provides direction and resources for the classroom teacher to use.

1.3. Language learning program

The learning program is based on the Australian Curriculum: Languages and incorporates TfEL Learning Design process in its planning. The language teacher provides a long term learning program outline at the beginning of the year. The outline is designed as a guide, with scope for the classroom teacher to contribute further ideas throughout the year to connect language learning with the broader classroom curriculum. A detailed semester program is negotiated between the language teacher and the classroom teacher.

Lessons are designed to actively engage students, encouraging the use of the target language within the learning environment. The program aims to develop language skills, intercultural understanding and knowledge by connecting to the students' lives and recognizing differences and similarities across cultures.

1.4. Assessment and reporting

Assessment processes are directed by the language teacher in accordance with DfE guidelines and in negotiation with the class teacher. Assessing student achievement occurs in a range of settings: during online lessons, from submitted work and during face to face visits by the language teacher. The language teacher collaborates with the classroom teacher to finalize reports for students. The language teacher provides a grade and descriptive comment that reflects student achievement against the Achievement Standard towards the end of term 2 and term 4 as per DfE reporting policy. The classroom teacher provides an effort grade and additional student comments where required.

2. Roles and Responsibilities

The effectiveness of the program relies on the language teacher and the classroom teacher working closely together. This team-teaching model requires regular and timely communication. Leaders from both OAC and the school oversee administrative support and provide leadership to the program. A key contact person from your school ensures ongoing communication is maintained between your school staff and OAC leadership and language teachers.

2.1. Specialist language teacher

The **language teacher** provides explicit information about Languages curriculum, the learning program and planning processes. This includes language and cultural expertise, guidance on language learning pedagogy, access to quality resources, and assessment support.

The language teacher:

- inducts the class teacher into the program, providing guidance in accessing the virtual classroom and online resources
- facilitates joint planning for program design, and lesson delivery
- plans the language program and negotiates topics with the class teacher
- communicates regularly with the class teacher to provide information and guidance about planned lessons
- provides access to online language learning resources for students and class teachers to use for follow-up activities
- teaches one synchronous lesson per week per class with support from the class teacher
- provides assessment information about student learning to the class teacher and students
- determines student levels of achievement against Australian Curriculum outcomes to inform reporting
- monitors and reviews the program on a regular basis
- negotiates a visit schedule with the school to work with students and the classroom teacher.
- consults with the school key contact person to negotiate visits, including activities and organization

2.2. Classroom teacher

The classroom teacher is an active participant in the learning program, working with the language teacher to inform and guide the program in targeting curriculum within the school context. No prior language experience is required of the classroom teacher.

The classroom teacher:

- supports the implementation of the program, taking responsibility for the day-to-day management of the classroom, student preparation for online lessons, and marking of attendance
- team teaches during the online lesson, supporting the language teacher by reinforcing information and providing advice about what is engaging
- manages student behaviour during the online language lesson
- provides ongoing evaluation and feedback of lessons, activities and tasks to support the teaching
- manages the technology in the classroom during online lessons by logging into the virtual classroom 5-10 minutes before the online lesson begins to ensure the interactive whiteboard is functioning
- teaches a 30 minute minimum language lesson each week with the guidance of the language teacher, using resources provided or negotiated
- communicates regularly with the language teacher regarding follow-up lessons, offering questions, and suggestions about the program and activities
- Integrates the language and cultural learning into other aspects of student learning. Some suggestions are:
 - managing daily routine using the target language
 - using the target language to greet students every morning
 - incorporating target language numbers during a maths lesson
- completes assessment under the guidance of the OAC language teacher
- incorporates achievement grades and descriptive comments provided by the language teacher into student reports
- jointly plans, participates in and supports on-site learning during language teachers visit
- informs, in a timely manner, when a lesson will not proceed due to other school programs, staff absence etc.
- informs in a timely manner when a student has left or joined the class

2.3. The school key contact

The school nominates a key contact (Leadership level) to provide support and guidance for the program; this key contact will ensure ongoing communication is maintained with OAC leadership and language teachers.

The school key contact:

- ensures the maintenance of the school's ICT infrastructure and equipment
- identifies a suitable classroom for online lesson delivery and access to technology as per the technology audit (supported by OAC)
- uses the OAC enrolment processes, with timely communication to OAC regarding new enrolments or withdrawals
- oversees the planning of language teacher visits (where travel includes accommodation and flights these costs will be shared between schools)
- supports relief teachers who supervise online lessons at the school site
- purchases additional language learning resources to enhance the teaching and learning of the language.

3. Teaching and Learning Support

3.1. Induction

Classroom teachers are provided with induction into the language program including an introduction to the technology being used. The classroom teacher is an active participant and learner along with the students. There is no expectation that the class teacher has a background in the language.

3.2. Communication

Regular communication between the teachers, generally by email or phone, ensures there is joint planning and review. This communication is critical in providing clear understanding of the programmed language and cultural learning objectives.

3.3. Language learning resources

Open Access College provides a range of electronic learning resources that directly support the learning program. The resources include instructional information for the class teacher. The language teacher provides guidance about the use of these resources. Provision of additional resources (e.g. iPad apps, dictionaries) to support the learning program is the responsibility of the school. The OAC language teacher provides guidance about appropriate resources to support the learning program.

3.4. Monitoring and Evaluation

Program success is dependent on support and guidance between the language teacher, class teacher and leadership from both sites. The team teaching relationship provides an excellent mechanism for on-going monitoring and review of the program and pedagogies employed. Each year OAC manages a review process to determine program strengths and weaknesses, making required improvements. School staff are required, upon request, to provide feedback for this purpose.

4. Administration

4.1. Enrolments/Withdrawals

Student enrolment information must be provided to OAC as per the OAC enrolment process. The School is required to notify OAC of ongoing new enrolments or withdrawals in a timely manner.

4.2. Technology

The reliability of the school's technology is a critical factor in the program's success. OAC will support a technology audit to determine the suitability of the school's technology. Online lessons rely on the use of a virtual classroom (web-based). Classrooms are required to have an interactive whiteboard, with microphone and webcam for effective sound and video. Before lessons start a technology audit and test will be conducted to ensure functionality. Teaching will not start unless the technology is functional and of reasonable sound quality.

Virtual classroom logins are set up for all class teachers and relevant support staff. These will be provided to the school as soon as names of relevant staff are provided. Learning activities and resources are made available via Google Drive, Microsoft Teams or as negotiated between teachers. Individual logins are provided to class teachers and relevant support staff.

4.3. Visits by language teachers

Language teachers, class teachers and students meet through face to face language visits. This enhances the teaching and learning relationship and develops the success of the program. Visits are negotiated between the language teacher and the school leadership. The language teacher visits the school to work with school staff (leadership, teachers and support staff) and students. During the visit,

the language teacher and class teachers work together to provide engaging language-based activities for all students.

Schools new to the program are visited early in Term 1.

For each visit, the following information is documented and shared through both Open Access College and the school:

- Date
- Visit purpose
- Role of language teacher
- Role of classroom teacher
- Information for parents/school community.

Key Focus for Language Learning Visits

Relationship development
Student engagement
Teacher induction
Language development
Cultural understanding
Assessment
Celebrations (cultural days)
Language activities (e.g. language games, art, cooking)