

Maximising intensivity and continuity in language learning

DEVELOPING, IMPLEMENTING AND EVALUATING MODELS OF PROVISION

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Executive summary

The goal of the three-year project entitled Maximising Intensity and Continuity in Language Learning: Developing, Implementing and Evaluating Models of Provision was to pilot three models of provision of languages education in South Australian schools in order to better understand and offer sustainable and innovative Languages programs. Each model was intended to extend in some way the amount of time made available to students for learning Languages, given that time on task is one of the major variables that impacts on language learning processes and outcomes. The ultimate purposes were both to improve the nature of provision and learn more about the nature of provision in increasingly complex school environments. It is the first investigation of actual provision undertaken in language education in Australia that is informed by research and development, undertaken collaboratively by teachers, school leaders and researchers in the local context of particular schools. Funding for the project was provided by the Minister for Education and Child Development and one case study (for an immersion program in Italian) was funded by the Italian Consulate of South Australia and the Italian Government through the Dante Alighieri Society.

The three models included in the study were:

- Model 1: A primary or junior secondary program with 1 hour or 1 lesson a day of language instruction with 'significant' content; the content may be drawn from other areas of the curriculum.
- Model 2: Transition arrangements developed across clusters of schools (e.g. from preschool to early childhood, or early childhood to primary, or primary to secondary) to ensure continuity in language learning.
- Model 3: An immersion (bilingual) program at primary or junior secondary level in which one learning area (i.e. the regular language program) is taught through the target language for 3–4 lessons/week and one additional learning area (e.g. History/Geography) is taught through the medium of the target language for 3–4 lessons/week.

The overall methodology of the study was qualitative, based on the use of case study. This was because of the contextual nature of Language program provision and the collaborative and developmental orientation that was necessary to implement and evaluate innovative models of provision and effect change over time.

The collaborative process involved schools (teachers/coordinators of Languages and the school Principal and members of the school leadership team), researchers from the Research Centre for Languages and Cultures (RCLC) at the University of South Australia, and an Advisory Group with representation from all three education sectors. Within each case study there were cycles of collaborative planning (negotiation of the structural requirements, timetable, space, resources) that would ensure successful implementation; ongoing contextual analyses of policies and structures; collaborative curriculum planning that was necessary given the increased time-on-task made available for learning; curriculum implementation and analyses; assessment design; implementation and analysis; designing and planning of specific teaching and learning; interventions; monitoring; and ongoing evaluation. Because it coincided with the release of the Australian Curriculum: Languages¹,

¹ Available from <http://www.australiancurriculum.edu.au/languages>

the project also involved professional learning and development necessary to incorporate the use of this major resource.

The case study sites included the following:

(1) Modbury High School

Model 1, a lesson a day in year 8 German and Japanese, with significant content drawn from History and Geography

(2) Mt Gambier Cluster (including Tenison Woods College, St Anthony's Primary School and Mary MacKillop Memorial School)

Model 2, transition arrangements developed across a cluster of schools to enhance continuity in learning Italian, and to some extent Chinese, K–10.

(3) Norwood Morialta High School

Model 3, an immersion program at junior secondary level in which the Humanities and Social Sciences learning area (HASS, here, History and Geography) was taught through Italian.

(4) St Peter's Girls School

Model 1, a primary program with one lesson a day of Japanese instruction, with significant content.

Case Study 1 / Model 1 (secondary school): Extra time and additional content

Modbury High School's proposal was to adopt Model 1 — extra time for Languages with a lesson a day. In order to secure an additional lesson, the Languages area took one lesson from the Humanities and in return taught part of the Humanities curriculum through the target language. The project involved additional time for Languages through the adoption of a content and language integrated learning (CLIL) model for a part of the Languages program. The Humanities therefore provided significant content for the Languages programs.

Implementing the model required complex negotiations in relation to the whole-school timetabling processes, teacher availability and professional knowledge. It also required coordination with the Humanities teachers as it was agreed that the German and Japanese teachers would teach a part of the Humanities curriculum. Structurally, it proved too difficult to sustain, because planning the curriculum and managing teaching and learning became too complex and relied on ongoing communication.

The teachers adopted a CLIL model for a part of the Languages curriculum, with the requirement to integrate, in a coherent manner, the Humanities content with the teaching and learning of German and Japanese respectively. This also required substantial materials development and the design of assessment procedures that would assess both the target language and the Humanities content.

The Model 1 case study has shown that an additional language lesson a week has a positive impact on students' learning and that the significant content provided by the CLIL model has

a role in developing this learning as it encourages teaching and learning of more advanced language. Importantly, it also has an impact on teachers' expectations of what students can learn in the language and it is these expectations that shape the teaching and learning possibilities that teachers imagine and the experiences that they provide. The case study has also shown that establishing a CLIL program makes particular demands on school and teachers in relation to the integration of learning across learning areas and collaborative practices. Fundamentally, it has shown the power of school structures (e.g. timetabling, organisation of teaching and learning areas and approaches to curriculum) to influence what can be achieved in seeking to implement innovations in teaching and learning.

Case Study 2 / Model 2: Transition focus

The Mt Gambier cluster project, which adopted Model 2, examined transition between primary and secondary schools, primarily in Italian language learning F–10, and to a smaller extent in the learning of Chinese. Implementing the model required, first and foremost, conceptualising the nature of transition. In addition to attending to 'pastoral care' and facilitating the change in school organisational structures that transition represents for students, it involves facilitating continuity in language learning over the transition so that students continue to build on prior learning as they progress through the years of schooling. The Mt Gambier cluster of schools found that it was necessary to develop a transition policy, pathways and procedures agreed by all schools. It was also necessary to plan the scope and sequences of learning through the curriculum, as well as programs that capture the attention to continuity in learning. All decisions and curriculum and assessment development processes necessitated collaboration and consensus across schools on the fundamental questions of what it is that students learn through language learning programs and how best to build on that learning over time. By using a common assessment procedure that was implemented with students in years 6–8, it became clear that students at higher year levels did not necessarily perform better in writing in Italian than students at earlier levels. Although this phenomenon can be explained in many ways, it highlights the crucial need to take a long-term view of both learning and assessment in languages education. This case study has shown that transition needs to be understood fundamentally from the perspective of learning over time, which in turn necessitates curriculum scoping and sequencing and conceptualising growth, progress and learning. It has also shown the need for explicit policies, pathways and procedures and a deliberate focus on long-term spans of learning and continuity in learning. Further, it illustrated the need for high levels of leadership focused on change, and expertise in learning in order to bring about the necessary changes. Facilitation both within the school and from those beyond the school with research and development expertise was crucial for success.

Case Study 3 / Model 3: Immersion/bilingual learning

The Norwood-Morialta High School case study, which adopted Model 3, involved the intricacies of seeking to implement an intensive program of Italian where students experienced simultaneously both the learning of Italian as subject and the learning of Humanities through Italian as a medium for teaching and learning. The implementation of the immersion/bilingual model did not present major structural complexities for a school that was already firmly committed to languages education and where the timetable enabled a direct co-opting of another learning area (i.e. Humanities) without changing the timetable line structures. Discussions focused on timetable options, appropriate and sustainable staffing and curriculum development and implementation. The recruitment of students became a major challenge because of a lack of awareness by the school and wider community, of the nature and value of the educational model of teaching content through Italian. After an initial

lack of success in recruitment the school opened the program to out-of-zone enrolments. The curriculum and assessment development work to develop and implement an immersion program was substantial and required the integration of two curriculum frameworks: the Australian Curriculum, the International Baccalaureate Middle Years Program and the South Australian Certificate of Education (SACE). In addition, it required time, collaboration and expertise to extend the regular Italian program and to bring together goals, concepts and processes in the teaching of Humanities in Italian. Equally, there were challenges for assessing the integration of language and content. These processes required substantial experimentation, innovation and professional learning.

Norwood-Morialta High School case involved the intricacies of seeking to implement an intensive program of Italian where students experienced simultaneously both the learning of Italian as subject and the learning of Humanities through Italian as a medium for teaching and learning. The implementation of the immersion/bilingual model did not present major structural complexities for a school that was already firmly committed to languages education and where the timetable enabled a direct co-opting of another learning area (i.e. Humanities) without changing the timetable line structures. Discussions focused on timetable options, appropriate and sustainable staffing, curriculum development and implementation. The recruitment of students constituted a major challenge because of a lack of awareness on the part of the school and wider community, of the nature and value of the educational model of teaching content through Italian. After an initial lack of success in recruitment the school opened the program to out-of-zone enrolments. The curriculum and assessment development work to develop and implement an immersion program was substantial and required the integration of two curriculum frameworks: the Australian Curriculum, and the International Baccalaureate Middle Years Program. In addition it required time, collaboration and expertise to extend the regular Italian program and to bring together goals, concepts and processes in the teaching of Humanities in Italian. Equally there were challenges for assessing the integration of language and content. These processes required substantial experimentation, innovation and professional learning.

This case study has shown that an immersion approach is ‘hard but worthwhile’, and as such it requires investment. Substantial time and communication processes are required to ensure the successful recruitment of students and collaborative planning. In addition, an immersion approach requires substantial curriculum and assessment expertise — on the part of teachers who need to integrate language and in-depth curriculum knowledge and the school leadership who manage the program. Research-informed expertise, provided by the RCLC, was necessary to support the teachers with planning, curriculum and assessment design, implementation, analysis, evaluation and design for improvement.

Case Study 4 / Model 1 (primary school): Extra time and additional content

The St Peter’s Girls’ School, the only primary school in the project, increased the Japanese language program from one lesson a week to one lesson a day in the junior school as a way of strengthening the rigour of the language program and to prepare students for success. The structural requirements included negotiating time, since an increase in time for languages meant a reduction in time elsewhere in the primary curriculum. It also involved addressing issues of staffing for both ‘specialist’ Japanese teachers and the mainstream teachers. Curriculum development was substantial and in order to work within the IB Primary Years Programme (PYP) framework, an orientation towards concept-based programming

and planning was adopted. Developing this kind of curriculum in a way that also incorporated the Australian Curriculum necessitated substantial professional development.

This case study has shown that language learning that is conceptually rich and intercultural in orientation constitutes the kind of learning that is often referred to as '21st century learning'. It also showed the impact of an increase in time for Languages on the curriculum as a whole. In the primary setting, Language is typically viewed as a specialist area, separate from and additional to the mainstream program. The experience in this case study, through the development of a concept-based Japanese program, demonstrated that Languages can make a valuable contribution to students' learning both in its own right and in complementing the mainstream program. Above all, the experience of participating in the project had a major impact on teachers' expectations. They felt that they were licensed to demand more of their students and their students responded by demanding more also. Teacher expectations are pivotal to expanding students' learning.

Findings

The overall findings of the project were:

- The three models of provision, with an increase in time or continuity in learning languages, lead to improvements in learning for students and higher expectations on the part of their teachers. These expectations shape the nature, scope and level of learning.
- Structures (e.g. timetabling, staffing) have a significant impact on the ways that schools work, on how learning is organised and ultimately on what it is possible to do in schools. These may stifle innovation in learning languages.
- An increase in time-on-task for learning languages has important consequences for curriculum design and development. In the context of the project there has been a dual redevelopment task: to redevelop the curriculum as a result of more time on task and/or continuity in language learning, and to redevelop the curriculum to enact the new Australian Curriculum.
- An increase in time-on-task for learning languages has impact on assessment processes and outcomes in terms of assessing the wider range of learning that is developed and/or in assessing the integration of language and content.
- Innovation in learning languages requires leadership; school leaders create the culture of innovation within schools, which is particularly crucial in 'specialist' areas.
- Substantial and ongoing professional learning is essential to the design and implementation of each model. Essential to the project's implementation throughout its duration was the high degree of research-informed facilitation and support provided by the research team.
- Innovation requires high-level resourcing, primarily for teachers to have time to meet for professional learning, planning and program design, and developing teaching and learning materials. It also requires intellectual resourcing, which was provided primarily by the research team.
- Schools are often driven by immediate and routine demands, with little time and opportunity to reflect, critique and develop new knowledge and practices that support the learning of languages. Innovating demands less 'doing' and more professional learning on the part of all participants.
- The work in the Languages area has an impact on the work for the whole school.

- The absence of a clearly articulated central policy on languages education creates a problem for the positioning of languages education in schools and this, in turn, impacts on development and possibilities for change.

1. Introduction

The project Maximising Intensity and Continuity in Language Learning: Developing, Implementing and Evaluating Models of Provision was developed at the invitation of the former Minister for Education and Child Development, who requested that a pilot project be designed and implemented that would contribute to better understanding the provision of Languages programs in schools and identify ways of improving the provision of languages education in schools. In designing the project, the following considerations were taken into account:

- The provision of languages education in schools in South Australia over the past decade has been eroded at all levels of schooling. Several indicators evidence this erosion: a number of schools do not offer a language; and at year 12 level, there has been a 25% decline in the number of students studying a language. (See Liddicoat, Scarino, Curnow, Kohler, Scrimgeour & Morgan 2007 and Lo Bianco 2009 for analyses of the current situation nationwide.)
- This erosion occurs in a context where, occurring at an unprecedented rate and scale, are: (1) the movement of people and their ideas through migration (forced or voluntary) and (2) communication technologies permitting the instantaneous exchange of information. The need for linguistic and cultural/intercultural capabilities in this context is at a premium.
- Educational systems, having recognised the need for these capabilities, have set national goals and developed the Australian Curriculum to ensure that these capabilities are developed. All South Australian schools, in their turn, need to be able to make provision for realising these national goals and for implementing the Australian Curriculum for Languages.
- There is a need in South Australia for (1) a languages education policy² that provides a positioning statement for languages education, and (2) a coordinated strategy that, together with the languages education policy, provides structural models and innovative developmental initiatives/projects that set the direction for the necessary process of renewal of languages education at a systems level.

The overall plan for the renewal of languages education should include:

1. An analysis phase
 - an evaluation of the value of current programs, projects and initiatives (e.g. mother tongue programs, ethnic school languages program provision, multicultural education provisions)
 - an analysis of available resources relative to their yield (including both funding and workforce as resources)
2. A strategy development phase
 - a workforce strategy with the goal of ensuring the availability of trained teachers in the range of languages needed throughout the educational system

² Note the distinction here between a state Language Policy and a languages education policy; the latter pertains only to education, whereas the former applies to domains beyond education.

- a teacher development strategy with the goal of enhancing teacher learning towards new approaches to language teaching and learning, as outlined in the *Shape of the Australian Curriculum: Languages* (Scarino 2011) and the Australian Curriculum: Languages for specific languages
- a program development strategy (to address particular issues related to provision specifically in early childhood, primary, junior secondary and senior secondary)
- a teaching and learning strategy (to ensure the effective implementation of the Australian Curriculum: Languages)
- a ‘special initiatives’ or ‘innovations’ strategy to ensure the development of cutting-edge work in specific sites and distinctive programs for particular groups (e.g. bilingual programs; a bilingual Koori–English program, a bi- or multi-literacy program, and a technology and languages learning strategy)
- a communications strategy (to ensure educator and wider community understanding of the initiatives is developed).

3. An implementation and a monitoring and refinement phase

- In the implementation and further development of the strategy, as outlined above, an evaluative mechanism should be included to ensure that there is ongoing monitoring of each dimension of the strategy; in this way evidence is gathered about the effectiveness and value of each part of the strategy, and the strategy as a whole.

Acknowledging that the development of a languages education policy will need to be undertaken over a period of time, with appropriate educational and wider community consultation, an immediate, short-term strategy was proposed.

The research and development project *Maximising Intensity and Continuity in Language Learning: Developing, Implementing and Evaluating Models of Provision* was intended to contribute to the program development strategy and the ‘innovations’ dimension of strategy outlined above.

The project has:

- addressed specifically some of the structural difficulties that schools experience in the provision of languages education
- piloted some program models and development strategies in schools that anticipate useful ways of enhancing provision for languages education
- included mechanisms for gathering data (through ongoing evaluation) about the process and value of the implementation of each particular model.

It has established models that allowed for either greater intensity or greater continuity in learning at different points along the K–12 continuum of schooling. As such, each model increased the time on task available for language learning and therefore the potential for strengthening student achievements.

2. The models

Three models were included in the study:

- Model 1: Primary or junior secondary program with 1 hour or 1 lesson a day of language instruction with 'significant' content; the content may be drawn from other areas of the curriculum.
- Model 2: Transition arrangements developed across clusters of schools (e.g. from preschool to early childhood, or early childhood to primary, or primary to secondary), to ensure continuity in language learning.
- Model 3: An immersion (bilingual) program at primary or junior secondary level in which the regular language program for 3–4 lessons/week and one additional learning area (e.g. History/ Geography) are taught through the medium of the target language for 3–4 lessons/week.

Each of these models offered a means of increasing time on task for language learning, given that time is one of the major variables that impacts on language learning. They were selected as models that are considered to be feasible without imposing an excessive demand for resources. For example, an ideal model of provision would be to offer bilingual programs such as those that are now available in most states of Australia. Implementing such a model, however, would require major structural, curriculum, staff and whole-school resourcing and change that could not be embraced within the goal of the present project.

3. Literature review

Two broad areas were covered in the literature review that was undertaken to inform the study. These were:

- time-on-task in language learning
- content and language integrated learning (CLIL).

Each of these areas is discussed in turn.

3.1 Time-on-task in language learning

It is recognised that learning a new language takes time, and this is true for both first and second language learners. It takes many years to become proficient in one's first or primary language. The rate of second language learning will differ according to when the acquisition process starts, the quality and intensity of exposure and instruction, and a range of individual factors such as motivation and aptitude. It also depends on how learning is defined, whether in terms of oral fluency (a term also open to interpretation) or literacy.

A number of studies (e.g. Collier 1995; Hakuta, Butler, & Witt 2000) have examined the acquisition of English on the part of immigrant children. It has been found in the US that it takes children typically at least 3 years to become orally proficient in their second language (English), and between 4 and 7 years to achieve an age-appropriate level of *academic* proficiency or literacy. These findings, however, refer to a situation where English is the medium of instruction for all school subjects and there are abundant opportunities for exposure outside the classroom. It is also a situation where attaining high levels of proficiency in spoken and written English is highly advantageous, if not essential. However, many studies have also identified time on task as a key variable for other contexts of language in school (e.g. Glisan, Dudt, & Howe, 1998; Turnbull, Lapkin, & Swain, 1998).

Achieving proficiency in a second or foreign language that is not the official medium of communication or education will be far more time-consuming. The time required will also vary according to the nature of the language studied and its distance from English, the first language of many learners in Australian schools. The notion of language distance encompasses various dimensions of language including phonology and intonation, syntax, discourse structure and writing script (Elder & Davies 1998). Each dimension of the target language, to the extent that it differs from the learner's first language, may present particular challenges for learners, which, in turn, may impact on the amount of time needed for its acquisition. If the writing script of the target language is the same as English, for example, learning to read and write in the target language will be much easier than if the literacy medium is a non-romanised script (as is the case with Chinese, Japanese, and Korean).

One of the major studies that was conducted in Australia to examine the variable of time on task is the Student Achievement in Asian Languages Education project (see Scarino, Elder, Iwashita, Kim, Kohler, and Scrimgeour, 2011). Through assessment of learner achievements at the end of the primary cycle, at the end of year 10 and at the end of year 12 in Chinese, Indonesian, Japanese and Korean, the study established that time on task in language learning yields differences in learner achievements, both in nature and extent. Actual achievements, however, also depend on the context of the learning.

Many secondary school language programs in Australia allocate no more than 2–3 hours a week to the study of languages other than English. This amounts to somewhere between 100 and 150 hours at most a year. The time allocations in the primary setting are often even less (Liddicoat et al. 2007; Lo Bianco 2009). The level of proficiency acquired in the school context within a year or even over a span of years is, under such conditions, likely to be limited, even in established language programs with highly competent teachers.

Educators in Australia and elsewhere have implemented approaches that seek to address the problem of limited exposure and enhance the language acquisition process via a number of approaches, including an early start for second language learning and immersion programs. These approaches require the provision of additional time for language learning. We consider each of these in turn.

Policies to introduce language education programs from primary school can be found in all states of Australia. Although the rationale for such programs varies, their introduction is generally based on the assumption that young children are better language learners, and that more time will yield benefits both in proficiency and language attitudes.

Mixed findings were reported on the value of an early start by Brown, Hill, and Iwashita (2000) in a study designed to track language learning in French, Italian, Japanese, and Indonesian during secondary schooling. Their study showed that time spent in a primary language program yielded a significant advantage for those studying French and Italian, no advantage for those who had started Japanese in primary school, and a significant disadvantage (in reading and writing but not listening) for Indonesian early starters.

It is difficult to interpret these results because issues of continuity from primary to secondary come into play, as well as characteristics and goals of the learners themselves, issues related to differences in pedagogic cultures between primary and secondary levels, and difficulties related to ways of understanding and appreciating the achievements of young learners (see Hill 2009).

Immersion or bilingual education refers to the use of the target language not only as the object of instruction, but also as the vehicle through which a range of school subjects are taught. In the context of these programs much depends on the proportion of the school curriculum allocated to the target language. This approach has been shown to yield higher proficiency learning outcomes over the traditional language classroom setting (Johnson & Swain 1997). This is partly because the language is used for meaningful purposes rather than simply being studied for its own sake.

Studies of the immersion programs that have been established in Australia indicate that the outcomes for language learning are positive in both attitudes to the target language and culture and in language gains (e.g. see Clyne 1986; Lorch, McNamara, & Eisikovits 1992; Elder 1989; de Courcy 2002; Molyneux 2004). A bilingual immersion program where at least 50 per cent of the curriculum is offered in the target language was beyond the scope of the project.

3.2 CLIL

One way to increase time on task for a Languages program is to teach non-language content in the target language (Ioannou Georgiou 2012). This is part of the rationale behind Model 3 and is potentially relevant for Model 1 as well. The teaching of non-language content not only provides a way of increasing time on task but also changes the content of Languages programs and has particular consequences for pedagogy.

The teaching of non-language content in a language other than the students' first language has a long history but has received increased prominence since the development of immersion programs in Canada in the 1960s (Cummins 1998). There are a number of terms that are used to describe the practice of teaching non-language content in an additional language, including immersion education (May 2008; Swain & Johnson 1997), bilingual education (Baker 2006; Leung 2005; Lotherington 2003), content-based instruction (CBI) (Brinton, Snow & Wesche 1989; Mohan 1986; Stoller 2008) and most recently, CLIL (Coyle, Hood & Marsh 2010; Mehisto, Frigols & Marsh 2008). Although there are differences in meaning between the terms, they all share a common focus on the simultaneous teaching of language and non-language content (Cenoz, Genesee & Gorter 2014), and CLIL will be used as an umbrella term for this approach to language teaching (Dalton-Puffer, Llinares, Lorenzo & Nikula 2014).

The term 'CLIL' covers a wide array of different ways of teaching that integrate language and non-language content. However, the work of Coyle (2007, 2008; Coyle, Holmes & King 2009; Coyle, Hood & Marsh 2010) has become a dominant model of CLIL provision. Coyle has proposed a curriculum framework for CLIL based on four 'Cs': content, cognition, communication and culture (see Figure 1).

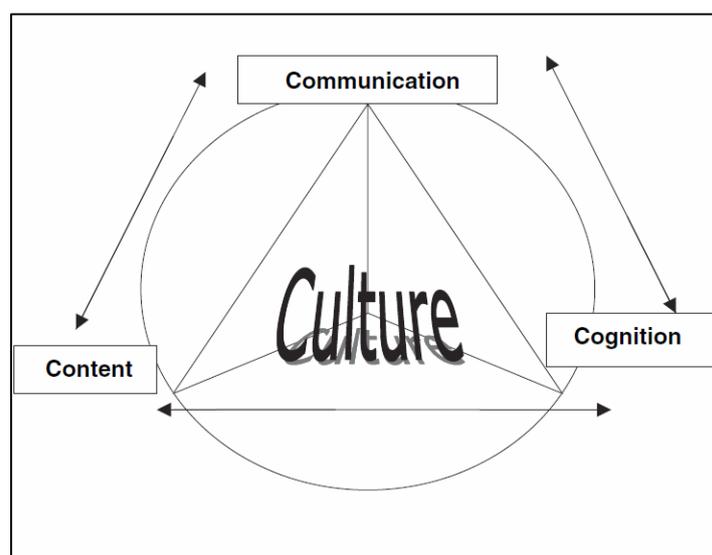


Figure 1: The 4Cs framework for CLIL (Source: Coyle, 2007)

Content is the central focus of a CLIL curriculum and refers to the subject matter taken from the non-language curriculum area that is the focus of the teaching. In more traditional approaches to language teaching, non-language content is still found but it is used as a resource for supporting language learning; that is, content is treated as incidental to language learning (Cenoz, 2013). In CLIL, however, content is central to the CLIL curriculum and pedagogy and the non-language content plays a central role in determining the language that will be used and learnt in the CLIL classroom. This particular practice, therefore, has a dual focus on language and non-language content in such a way that both are integrated into the teaching and neither is given importance over the other in the overall teaching approach (Coyle, 2008). Clegg (2003) argued that in reality, CLIL may be more language-or more content-focused in its approach. In a language-focused CLIL program, the teaching is normally carried out by a specialist Languages teacher and the learning of the non-language content supports language learning. Such an approach is common in CBI

models. In a content-focused program, on the other hand, the teacher is normally a specialist content area teacher and the teaching of the content is central, whereas the teaching of language tends to be incidental. This approach is more typical of immersion and bilingual education models. In theory, the aim of the CLIL approach, at least in the longer term, is to maintain the balance between language and content.

Cognition relates to engaging learners in higher-order thinking and knowledge processing. In particular, Coyle (2007) argued that the cognitive demands of the non-language content area should not be lowered to meet the linguistic level of the learners, but that learners should be engaged in the forms of cognition required for the non-language content through their current linguistic resources.

Communication involves using language to learn and to mediate ideas, thoughts and values. The CLIL approaches adopt a sociocultural theory of learning (Vygotsky, 1978) in which interaction is central to the learning process. Coyle (2008) argued that CLIL involves learning to use language appropriately at the same time as using the language to learn effectively. This means that students need to be actively involved in articulating their understanding of the non-language content and exploring concepts and ideas in the target language. Because language itself is central to learning, Coyle (2008) presented a threefold way of understanding the place of language in a CLIL program: language *of* learning, language *for* learning and language *through* learning (see Figure 2).

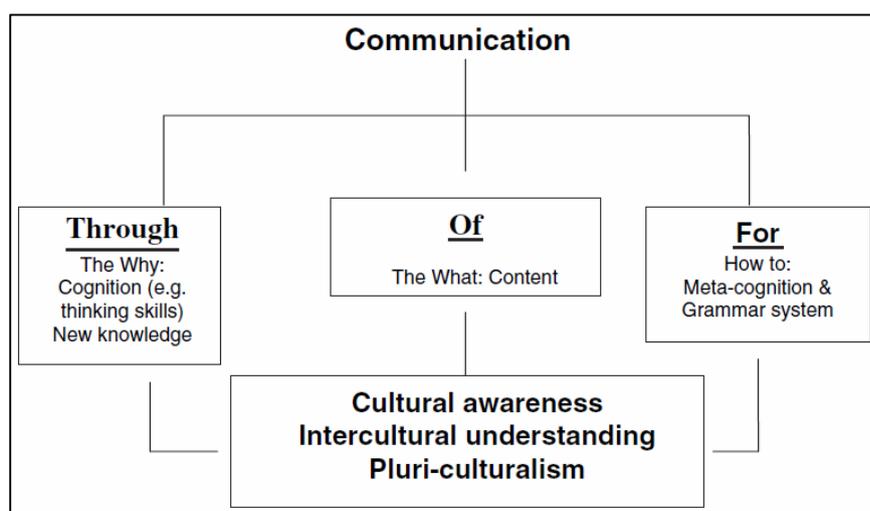


Figure 2: Language and communication in CLIL (Source: Coyle 2008)

Language *of* learning refers to the specific vocabulary and grammar needed to access the basic concepts and capabilities required by the non-language content area and any discipline-specific language practices required by the non-language content. This language is identified by analysing the linguistic requirements of the body of knowledge with which learners will work. Language *for* learning involves the kinds of language learners will require to be able to use the target language in order to engage in the learning activities required to learn the non-language content. For example, this may include the language required to perform in collaborative group work, asking questions about content or tasks, expressing opinions or conclusions, etc. This language is not discipline-specific but rather involves the

language required to participate in the learning experiences designed for the class. Language *through* learning is the focus on the language that students will have acquired as a result of their participation in the CLIL class. It involves what students are able to do actively in the language both in relation to the content taught and to more general communicative tasks.

Culture involves interpreting and understanding the significance of content and language. This may involve understanding different cultural perspectives on similar content, especially in the Humanities or Social Sciences curriculum areas. Although culture is included as one of the 4Cs it tends to be underdeveloped in CLIL theory and pedagogy.

Coyle, Hood & Marsh (2010) argued that the 4Cs and the three different ways of viewing language come together when the teacher plans to teach some particular element of the non-language curriculum (that is a *theme*). The choice of theme requires the teacher to consider how the 4Cs and the types of language come together around a theme (see Figure 3). The theme thus becomes the organiser for the whole CLIL curriculum.

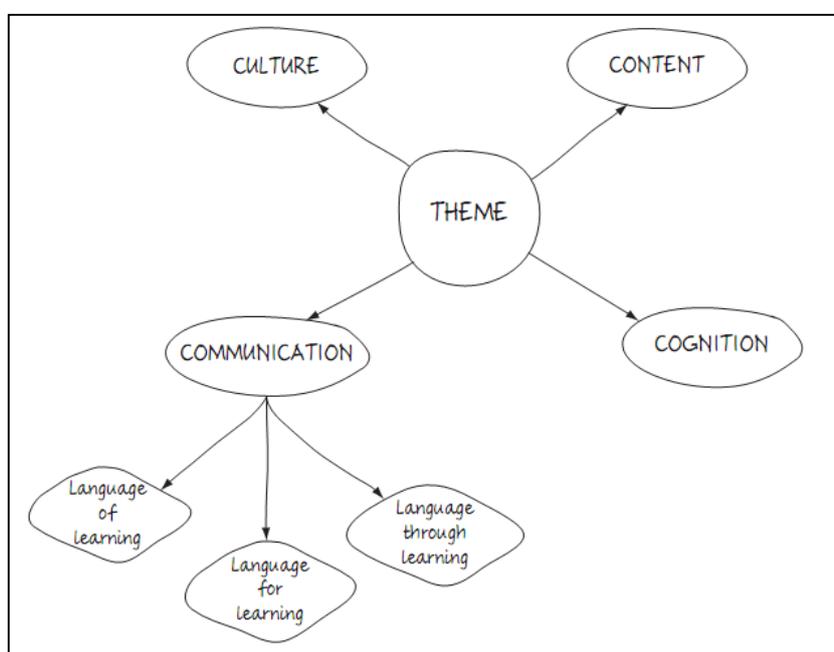


Figure 3: Planning CLIL (Source: Coyle, Hood & Marsh, 2010)

Because the aim of CLIL is to develop both the language and the non-language content, student achievement in each area is a central focus. This raises issues for assessment, in particular, how the two elements — language and content — should be assessed. This is an issue because, for learners with lower levels of language capability, the language in which they express their knowledge may limit their ability to express what they really know, while at the same time, a focus on students' knowledge of the non-language content may not capture the students' language capabilities in an adequate way (Short 1993). This problem has led some researchers to suggest that each component needs to be addressed separately (Vollmer, 2001). This may mean, for example, that the content is assessed in the first language of the student in order to understand students' grasp of the content. This may remove the problem of a mismatch between the conceptual and linguistic capabilities of students, but gives little value to the students' abilities to express non-linguistic content in the target language. It also represents a strongly content-based understanding of the nature of

CLIL that subordinates language learning to content learning. In practice, there seem to be three things that need to be assessed in a CLIL program:

- students' capabilities in the non-language content (subject knowledge)
- students' capabilities in the target language (language knowledge)
- students' capabilities in expressing content in the target language (integration of subject and language knowledge).

Each of these three dimensions thus needs to be taken into consideration in assessment.

While it may not be possible to evaluate language and content in an integrated way, this does not mean that assessment tasks need to separate these out, as an assessment activity may be designed in a way that includes both language use and content knowledge, which can then be evaluated either separately or in a more integrated way (Massler, Stotz & Queisser 2014). There has been little work done on the assessment of CLIL programs and the approach to assessment remains unclear. There have been some suggestions that the assessment problem for CLIL may be reduced by adopting a formative approach to assessment (Poisel 2007; Short 1993), but these do not really address the problem of how to assess integrated language and content.

The CLIL model provides one method for increasing time on task for Languages; that is, by using the target language to teach other parts of the curriculum. As well, by introducing content from other curriculum areas it represents a way of including more sophisticated content in language programs. The challenge for the CLIL model is that it is not simply a language education model but rather a model for teaching and learning across the curriculum. This means that for CLIL to be effective it needs to teach both the language and the non-language content. There is evidence that where it is well designed and taught the model does in fact achieve this, and that students who are educated in a consistent CLIL model develop higher level language capabilities and also achieve at equivalent or better levels in the non-language content (e.g. Ruiz de Zarobe 2015; Seikkula-Leino 2007; Serra 2007).

4. Methodology

The overall methodology of the study was qualitative, employing the case study. This is because of the contextual nature of the work and the developmental orientation that was necessary to implement and evaluate changes in models of provision.

The process involved:

- a selection process: An expression of interest process was used to invite schools to implement one of the three proposed models. The specific languages and year levels were not decided in advance; but depended on the languages offered at the participating schools/clusters
- negotiation: negotiating with the selected schools the structural requirements (timetable, space, resources) that would ensure successful implementation of the model, and documenting the issues and ways of addressing them that resulted from the negotiations
- planning: preparing a development and implementation plan for each case study, for each year of the study
- five phases: planning, teaching, learning, assessment and evaluation followed the annual cycle of the schools involved, with ongoing data gathering and analysis
- summative evaluation of each model.

The sites were selected by a panel of representatives from all three education sectors: government schools through the Department for Education and Child Development, the Catholic Education Office and the Association of Independent Schools of South Australia. Participants applied to be a part of the research project by submitting a formal application that included showing evidence of a commitment to the language program, and willingness to engage in evidence-based change and reflection. Participants in the project were Language teachers, school leaders and students in each of the schools.

From the outset, a project Advisory Group was established with representation from the three educational sectors and school Principals to advise on the study as work progressed.

Within each case study site there were cycles of collaborative planning, implementation and analyses, including a contextual analysis of policies and structures, collaborative curriculum planning and implementation, planning of interventions, monitoring and ongoing evaluation. Owing to the project's timing coinciding with the release of the Australian Curriculum: Languages, significant professional learning time was spent with each participant group in this area.

Structural data were collected through an analysis of school profiles, including information about the school context and learner groups. Also collected and analysed were curriculum data, including program documentation, resources, student work samples, tasks and assessment data, teacher and student evaluation data. Interviews were conducted with participating teachers, school leaders and students on a continuous basis. These interviews focused on gathering data from each participant's perspective and experience at intervals throughout the project, to enable the collection of data that showed change over time.

4.1 The case studies

This project engaged four sites, which explored the question of how increasing the intensity in language programs may lead to improved language learning. Funding was provided for three sites by the Minister for Education in South Australia and for one by the Italian Consulate in South Australia. The project established models that allowed for either greater intensity or greater continuity in learning at different points along the Reception to year 12 (K–12) continuum of schooling. Each model increased the time on task available for language learning and therefore the potential for strengthening student achievements.

The contextual, structural, and curriculum considerations that impact on language programs in schools were examined in the four case studies. Through the trialling of the three models, in each case, evidence was gathered about how increased intensity may lead to improvements in students' language learning and achievements.

Table 1 provides a brief overview of the case study sites.

Table 1: Case study sites

School	Model	Curriculum area(s)
Modbury High School	1: A junior secondary program with one lesson a day of language instruction, with significant content drawn from another area of the curriculum.	German Japanese History Geography Year 8
Mount Gambier Cluster	2: Transition arrangements developed across a cluster of schools to enhance continuity in language learning.	Italian Chinese ³ Years F-10
Norwood Morialta	3: An immersion (bilingual) program at junior secondary level in which the HASS learning area (History and Geography) is taught through Italian (i.e. the regular Italian program for four lessons/week and HASS taught through the medium of Italian language for four lessons a week).	Italian Geography History Year 8-9
St Peter's Girls School	1: A primary program with one lesson a day of Japanese instruction, with significant content.	Japanese PYP Years 4-5-6

Each case study is described below. For each one we discuss the context, the detail of the model adopted, structural considerations, curriculum and assessment considerations, participant evaluation and the outcomes and findings.

³ This language was not fully considered due to the recency of its introduction and the change in staffing.

5. The case studies

5.1 Modbury High School

5.1.1 Context

Modbury is a secondary school in the north-eastern suburbs of Adelaide, with more than 900 students. It identifies as a school with a strong focus on Mathematics and science.

Most year 8 students study a language. A small number of students are taken out of Language lessons to do literacy or support lessons. Students choose between Japanese and German. From year 9 onwards, continuing to year 12, Language becomes an elective subject and is always a full-year subject. Once students elect not to continue with a language, they are not able to return to it in following years. Classes are offered in all year levels with classes often combined in the senior school because of small numbers. In each year level, Language is allocated five lessons a week (225 minutes), the same as English and Mathematics. Depending on the timetable, students may have language lessons each week for either four days or three days, including one or two double lessons. (See Table 2.)

Students learn language in a traditional classroom. Each Language teacher teaches all lessons in her own classroom, enabling her to use the space for language-appropriate decorations. Teachers of other subjects sometimes also use the language classrooms.

Table 2: Students studying a language

2015	Year 8	Year 9	Year 10	Year 11	Year 12
German	87	18	5 (4 doing Stage 1)	9	0
Japanese	45	34	20	0	7

2014	Year 8	Year 9	Year 10	Year 11	Year 12
German	76	44	23	7	2
Japanese	56	42	12	24	8

2013	Year 8	Year 9	Year 10	Year 11	Year 12
German	64	54	30	11	0
Japanese	66	37	36	14	1

Year 8 students have a textbook and they also receive materials from other sources. Lessons focus on the development of listening, speaking, reading and writing skills, using contexts familiar to the students. Intercultural connections are made with the German-speaking countries and Japan and the cultures of those children in the class who are not from Australia. Students interact with the exchange students from international partner schools.

Modbury High School has had two annual student exchange programs for more than 15 years. The Japanese exchange is with the Asakuchi district government rather than a particular school. It originated as a council-to-council exchange with Tea Tree Gully Council. Tea Tree Gully Council used to support the exchange financially but has not done so for seven years. During late July to early August a delegation from Asakuchi visits Modbury

High School for a week. Students are selected from different schools in the district and stay with Modbury High School families. Late in term 3 and during the holidays, a group of year nine, ten and 11 students and teachers travel to Japan for approximately two weeks. For four or five days the group stays with the students and staff who stayed with them several weeks prior. Staff travelling from Japan usually include a teacher and a council or Board of Education official such as the superintendent. In 2015, the mayor of Asakuchi was part of the delegation. Staff travelling from Modbury High School include a teacher of Japanese and one other teacher. Both the Principal and the Deputy Principal have accompanied the group and the Principal will make his second visit in 2015. The exchange receives significant publicity in Japan and is well known in the Modbury High School community.

The German exchange is school-to-school with the Graf Stauffenberg Gymnasium in Flörsheim, near Frankfurt. Students from Germany spend six weeks at Modbury High School, attending classes and staying with students. Modbury High School students travel to Germany at the end of November, also for six weeks. Neither group is accompanied by staff. This exchange also receives significant press coverage in Germany and has its own blog, which is accessed by many in the school community each year.

Modbury High School hosted its first short-term study tour through International Education Services in 2014. Students from Teshima High School spent two weeks at Modbury High School for the purpose of learning English. They stayed with host families, usually of students who were learning Japanese. This group was accompanied by two teachers. In addition, the deputy Principal and the Principal stayed for four days each. This program is continuing and Teshima High School and Modbury High School will sign a sister school agreement in 2016. Modbury High School is increasing its long-stay international student cohort, also hosting students from Japan, the USA and France.

5.1.2 Model adopted

Modbury High School's proposal was to adopt Model 1 — extra time for Languages with a lesson a day. In order to secure an additional lesson, the Languages area took one lesson from the Humanities and in return taught part of the Humanities curriculum through the language. The adoption of a CLIL model for a part of the Languages curriculum necessitated additional time for Languages. The Humanities therefore provided significant content for the Languages programs.

The model adopted by Modbury High School provided additional time for Languages and in the third year of the project, classes had at least one language lesson per day. This did not work in the first two years because the timetabling for subjects involved double lessons and this meant that no learning area could be scheduled every day of the week. Although additional time was secured, there was not a regular distribution of Languages classes across the week.

The model was adopted for one year 8 class in German and one year 8 class in Japanese. It was originally anticipated that the model would be extended to year 9, but this did not prove to be feasible.

5.1.3 Structural considerations

5.1.3.1 School timetabling practices

Modbury High School runs a seven-line timetable. Each subject is allocated five lessons a week, typically with one double lesson. Year 8, 9 and 10 students do seven subjects, year 11 students do six subjects and year 12 students do five subjects including the Research Project. Students have the opportunity to do year 12 subjects in year 11.

The seven-line timetable is used to assign teachers and to develop teachers' workloads. Adding an additional class to a language therefore required inclusion of a class that was not taught in the same line that the Language teacher was teaching or in the same line in which the class was located. In the first year of the project, this proved to be very difficult to organise for two year 8 classes and it was impossible to include all of the year 8 classes in the project. The scheduling of special Languages classes at year 8 level was also a problem, given the way the timetable was constructed. Timetabling begins with the South Australian Certificate of Education (SACE) senior secondary classes that include external examinations. Classes for years 9 and 10 are timetabled next to allow English, Mathematics and Science to be timetabled in blocks to allow for ability grouping in these subjects to be streamed. Timetabling of year 8 is therefore done last and is used as a way to solve timetabling issues for staff that result from earlier timetabling.

Timetabling issues meant that it was impossible that the additional lesson a week would result in a lesson a day as all lines, and thus all subjects had to have a double lesson during the course of week. This was needed to provide longer classes needed by 'practical' subjects such as Woodwork, Physical Education and Art. This meant that, even though it was possible to give Languages an extra class, it was not possible with the current model for any subject to be taught every day.

Timetabling was also cited by the school as the reason that the lesson a day model could not be applied in year 9 as well as in year 8, although originally this had been envisaged. The source of the problem in year 9 included the same issues as for year 8 as well as a further problem of elective courses, of which Language was one. Because the Humanities classes are timetabled as home groups, a problem occurred when trying to place all the students who had chosen Languages as an elective into the same home group, despite the variations in their elective choices.

5.1.3.2 Staffing and coordination across curriculum areas

Considerations for making this combination included the availability and professional knowledge of staff. The teacher of the German class had taught year 8 Humanities for one year, 15 years previously. The teacher of the Japanese class had never taught Humanities. Neither was trained in History or Geography. However, the fact that Language classes include studying the history and geography of the country and the general life and travel experience of the Language teachers were deemed sufficient. An initial suggestion that the Languages be combined with Mathematics was rejected by the Principal because this would have required two teachers in the classroom; neither Language teacher was trained in Mathematics and none of the Mathematics teachers at Modbury High speaks German or Japanese.

Because the model required the Languages teachers to teach part of the Humanities curriculum only, coordination with the Humanities teachers was important for the working of

the model. There was a need at the planning stage to coordinate the aspects of the Humanities curriculum that would be taught by the Languages teachers. There was also an ongoing need to coordinate the teaching so that what was happening in the Languages classes kept pace with what was happening in the Humanities classes and each teacher knew what students were learning in the other class.

The coordination at the planning level generally worked better than the ongoing coordination, but overall, the ways that coordination worked depended on the teachers involved and their engagement with the idea of collaborative teaching of the Humanities content.

The issues confronting ongoing coordination largely concerned communication between the teachers involved:

- There was no regular structure for communication between Languages and Humanities teachers. Meetings about planning, etc. tended to happen in discipline groups but there was no mechanism to allow planning across discipline groups to support a collaborative approach.
- Discussion between teachers depended on the initiative of the Languages teacher in finding out information about teaching and learning in the Humanities component and reporting on teaching and learning in the Languages component.
- There seems to have been limited understanding of the project as delivering Humanities content in different classes as a shared enterprise and this meant that some people did not see that communication was necessary. This reflects other problems affecting the shared enterprise nature of the project.
- Two or three times students became the main conduit for providing information about what was happening in the Humanities classes when they reported that they had moved on to a new topic or had not yet begun a new topic.

Where communication between teachers worked, the Languages teachers were responsive to changes in the Humanities teaching and worked to keep their teaching in tandem with the Humanities classes. Problems arose when the Humanities teacher moved on to the next unit without communicating this to the languages teachers. In addition, the onus was always on the Languages teachers to negotiate which aspects of the Humanities unit they would teach.

Communication problems significantly affected teaching where the Languages and Humanities content was taught in parallel, as communication was needed to ensure that the Humanities content cohered well. On the other hand, where the Languages teacher took responsibility for a whole area of the Humanities curriculum, as in the case where the Japanese teacher taught the whole Japanese History component independently, communication problems seem to have been less of an issue.

5.1.3.3 Selection of students

A number of years ago, Modbury High School decided to create two advanced classes in year 8, one in each set, with one class doing Japanese and the other class doing German. Students are placed in these classes, 811 and 801, according to the National Assessment Program — Literacy and Numeracy (NAPLAN) results if available and on the basis of comments about academic success, literacy and numeracy skills, and work ethic provided by the primary school. In year 8, the students stay together for all subjects except Mathematics. For this, they are tested early in the year and placed into ability groupings. Once in year 9, students are also ability grouped for other subjects.

It was decided to implement the model with students who had already shown ability, a positive attitude and a willingness to work to give the program the best chance of success.

5.1.4 Curriculum development and implementation

5.1.4.1 Curriculum

The planned curriculum involved bringing parts of the Humanities curriculum into the curriculum for German and Japanese. The organisation of Humanities in each language was negotiated with the teachers of Humanities and different ways of working were adopted for each language. In the German class, the Humanities content was taught largely within a specific lesson, although there was some overlap into regular German classes. In the Japanese class, the Humanities content was distributed through the whole time for Japanese teaching.

The organisation of the curriculum varied over the three years of the project in the following way:

- In Year 1, during which the model was in place only for the second semester, part of the History curriculum was taught in German and part of the Geography course was taught in Japanese. This distribution was based on the organisation of Humanities teaching during this year. Students in the German class were scheduled to study Geography in semester 1 and History in semester 2, while the Japanese class took History in semester 1 and Geography in semester 2.
- In Year 2, it was decided that both classes should work on Geography in semester 1, as the Geography curriculum was considered less demanding in terms of language abilities, and History in semester 2. The teaching of both areas was negotiated with the Humanities teacher. The material taught in Geography was similar for both language groups, but for History the teaching in German paralleled the regular History content, while the teaching in Japanese was based the whole of the module on mediaeval Japanese History.
- In Year 3, the sequencing for Year 2 was continued, but in this case the Humanities content taught in each language paralleled the Humanities curriculum, as the teacher of Humanities for the Japanese group had expertise in Japanese History and wished to maintain some teaching of that area.

In developing the curriculum, the Languages teachers worked with the curriculum documents for Geography and History and identified the elements to be taught in the Languages classes. They then mapped the learning tasks and language needs against the chosen curriculum elements. The approach to constructing the curriculum content for Humanities and Languages can be seen in Figure 4. The document shows the organisation of the curriculum for the mapping component of Geography. The elements taught in German are marked in orange and those taught in English are marked in black. The German component of the Humanities curriculum incorporated not just Humanities content but also contributed to the development of core concepts and skills and to subject-specific literacy and numeracy. The aim was for the languages courses to contribute to realising Humanities' learning goals and for the assessment of the Humanities component to reflect the assessment tasks designed for Humanities students.

Figure 4: German & Geography curriculum overview

Year level. 8		Unit title: Basic Mapping Skills					
Time allocation							
Core concepts / Enduring Understandings	Essential questions	Content (overview)	Learning Activities (overview)	Skills	Performance Standards	Assessment (common rubrics, tests etc)	Resources
<p>Basic use and application of the following mapping features:</p> <ul style="list-style-type: none"> • Direction • Scale • Key/Legend • Contour lines • Longitude and Latitude • Grid References 	<p>How does a compass work and what can we use it for?</p> <p>How do we interpret scale on a map?</p> <p>How can we show three dimensional landforms on a two dimensional map.</p> <p>What are legends and why are they used?</p> <p>How does longitude and latitude help locate people and places?</p> <p>What are grid references and why are they used?</p>	<p>Explanation of how a compass works and what it is used for.</p> <p>What is a scale and conversion of scaled distances.</p> <p>Use of legends in Atlases and street directories.</p> <p>Contour lines representing landforms.</p> <p>Explanation of longitude and latitude. Will be included in the Rainforest section</p> <p>Use of L&L to locate cities and landmarks.</p> <p>Identifying uses of grid references and comparison to L&L.</p>	<p>Draw the compass star, memorising directions. Explore the school yard with a compass.</p> <p>Create a scaled version of themselves. Scaled map of the classroom. Conversion questions and practice from simple maps.</p> <p>Layer a potato to explain contour lines. Match contour patterns to landforms. Simple topographic maps and descriptions of steepness, altitude, distance etc.</p> <p>Make and label a globe with L&L lines. Use simple maps of Australia to find capital cities by L&L.</p> <p>Identify and locate landmarks using grid references. Play Battle Ships.</p>	<p>Subject specific skills</p> <p>Compass use</p> <p>Scale</p> <p>Legends</p> <p>Directions</p> <p>Interpreting maps</p> <p>ICT</p> <p>Subject specific literacy</p> <p>Giving directions</p> <p>Describing features of a map</p> <p>Subject specific Numeracy</p> <p>Interpreting Longitude and Latitude.</p> <p>Interpreting Grid References.</p> <p>Scaling.(1cm=100km)</p>	<p>Ability to accurately describe directions.</p> <p>Convert scaled distances</p> <p>Consistently label and interpret symbols on a map.</p> <p>Shows understanding of the relationship between contour lines and landforms.</p> <p>Able to concisely locate features on a map using L&L.</p> <p>Able to concisely locate features on a map using grid references.</p>	<p>Small group work using a compass.</p> <p>Test on scale conversions.</p> <p>Contour map "Bushwalk" describing steepness, altitude etc.</p> <p>Simple mapping assignments using L&L and grid references.</p> <p>Mapping Test.</p>	<p>Atlas</p> <p>Simple maps</p> <p>Topographic maps.</p> <p>Simple L&L maps.</p> <p>Simple grid reference maps.</p> <p>Compasses</p> <p>"Bushwalking" assignment.</p> <p>Potatoes</p>

Orange text: taught in German

The selection of Humanities elements for teaching in the Languages classroom was then used to construct a specific curriculum for the Languages in which Humanities content was matched with relevant Language content. The German teacher opted for a model in which Humanities was taught in specific lessons. She mapped Humanities and German content for each week as shown in 5.

Geography

Term	Content	Grammar
Term 1		
Week 1 Jan 27	Introduce the concept of learning history & geography in German; hand out letters	
Week 2 Feb 3	Year 9s from 801 last year speak to the class about the advantages of being involved with the project; collect consent forms.	
Week 3 Feb 10 Geography topic: mapping - directions	Vocab: die Verkehrsampel, die Kreuzung, der Verkehrskreis, die Treppe hoch und runter gehen, der Aufzug, die Rolltreppe Sheet 2: vocab, instructions, questions, map	<ul style="list-style-type: none"> Question + preposition <i>zum/zur</i> Explanation of contraction: <i>zu + dem/der</i> Wie komme ich zum Fußballplatz? Imperative: Nimm die erste Straße rechts. Geh geradeaus. Preposition <i>auf</i>: Es ist auf der linken Seite.
Week 4 Feb 17 Mapping - directions	Give directions from rooms 1, 2, 3, 4 to the library, the gym, the canteen	As week 3
Week 5 Feb 24 directions	Use school map in the diary to describe how to get from one place to another; students direct each other around the school	Preposition <i>in</i> + dative: im Norden/Süden/Westen/Osten
Week 6 March 3	Sheet 3: Instructions re naming streets & placing symbols on a map	Practise using grammar already introduced
Week 7 March 10 Public holiday, student free day	n/a	n/a
Week 8 March 17	Use City of Adelaide map to give directions Measuring distance on a map Using coordinates	Practise using grammar already introduced; <ul style="list-style-type: none"> Preposition <i>von</i>: nördlich/südlich/östlich/westlich von

Figure 5: Humanities and German content

The Japanese teacher chose a more integrated approach to combining the Language and Humanities content with some time spent on each throughout the week. Her mapping of Humanities and Japanese language content was mapped in a more general way to the content areas of the Humanities curriculum, as shown in Figure 6.

<p>Explanation of how a compass works and what it is used for</p> <p>北、南、東、西 (。。。)はどこですか。 (。。。)は。。。です。 e.g. オーズとラリアは南です。</p>	<p>Use of legends in Atlases and street directories</p> <p>(place)はどこですか。 右左にまがって、まっすぐいきます。 かど、はし、みち、がっこう、きょうかい, etc. List of places – main ones for directories</p>	<p>Identifying uses of grid references and comparison to latitude and longitude</p> <p>(place)にいきます。 Describing places (place)は(adjective)です。 (place)は(thing)がたくさんあります。 E.g. にほんはやまがたくさんあります。</p>
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Figure 6: Humanities and Japanese content

5.1.4.2 Materials

The teaching of Humanities content in German and Japanese required considerable development for materials as there is little material produced in these languages that is relevant for the Australian context in terms of content and for the needs of beginning language learners. The German teacher was able to use some History and Geography

materials produced in Germany for young children in her teaching, but students required considerable support in using these texts. The Japanese teacher was unable to find suitable materials in Japanese that matched content with the linguistic level of the students and so needed to develop her own material or adapt English language resources to her teaching. In the third year of the project, relevant books were ordered through the Kamogata Council and brought to Modbury High School by the visiting exchange teacher. The Japanese teacher was able to adapt these for her course.

The German teacher adopted a text-based approach to teaching Humanities as she considered this the most effective way to teach the vocabulary and grammar needed for Humanities. She primarily used worksheets that she had developed herself for introducing students to the Humanities content (see Figure 7). There was a great deal of speaking in German throughout the course.

Text 1

Geschichte auf Deutsch
Die Völkerwanderung und das frühe Mittelalter

Klassenarbeit Name:.....

A Lese den Text und beantworte die Fragen.

Im Jahr 375 begann die Völkerwanderung von Germania zum Westen und Süden.
Die Hunnen kamen vom Osten. Sie waren groß und stark und ritten auf Pferden. Sie wollten mehr Land.
Die Angeln, Sachsen und Jüten segelten nach Britannien und lebten im Südosten.
Die Vandalen kamen aus Slawien. Sie wanderten im Jahr 400 zum Westen, nach Trier und Paris, im Jahr 418 zum Süden nach Cartagena und nach Afrika und dann im Jahr 455 zum Norden nach Sizilien und Rom.
Die Goten kamen von der Ostseeküste und wanderten zum Süden. Sie teilten sich in Ostgoten und Westgoten. Die Westgoten wanderten nach Frankreich, Spanien und Italien. Im Jahr 410 eroberten die Westgoten Rom. Die Ostgoten wanderten erst in den Osten und dann zum Westen nach Griechenland und Adrianopel. Im Jahr 476 wurde Odoaker, ein Gote, König von Italien.
Warum wanderten die Germanen?
Die Germanen waren arm aber die Leute im Süden waren nicht so arm. Im Süden gab es Gold und Stoffe. Die Germanen hatten Hunger und aßen nur Fisch und Getreide aber im Süden gab es Obst und Wein. Das Wetter im Norden war sehr kalt aber im Süden war es warm.

- 1 Wann begann die Völkerwanderung?
- 2 Beschreibe die Hunnen.
- 3 Wohin segelten die Angeln?
- 4 Woher kamen die Goten?
- 5 Wer wanderte nach Frankreich, Spanien und Italien?
- 6 Beschreibe die Verhältnisse (circumstances) im Süden.

B Richtig oder Falsch?

7	Ein junger Mönch geht in eine Klosterschule.	R / F
8	Ein junger Mönch lernt die Septem Artes und Latein.	R / F
9	Ein junger Mönch lernt Sport und Kunst.	R / F
10	Ein Mädchen lernt singen, nähen und sticken im Frauenkloster.	R / F
11	Ein Germanenkind lernt Mathe und Musik.	R / F
12	Ein Germanenkind lernt wie man Vieh züchtet.	R / F

Text 2

Geschichte auf Deutsch

Arbeitet in Paare.
Ein Partner interviewt den anderen.
Ein Partner gehört zu einem Volk, das durch Europa wandert.
Finde heraus

- zu welchem Volk gehört die Person
- woher kommt die Person
- in welcher Richtung ist die Person gewandert
- wo wohnt die Person jetzt
- wann hat die Person ihre Heimat verlassen
- warum hat die Person ihre Heimat verlassen
- wie lange ist die Person gewandert
- ist das Leben jetzt besser

eg Zu welchem Volk gehörst du?
Ich bin Gote.

Ist dein Leben im Süden jetzt besser?
Ja. Das Wetter hier im Süden ist nicht so kalt,

Figure 7: Worksheets for History in German

Text 1 introduces the migration of Germanic tribes in the fifth century through a reading comprehension exercise that focuses on the names of the various tribes, the course of their journeys and the reasons for the migrations. The task then moves to students using the language and content in productive work, as in Text 2, which is an oral pair task that asks students to adopt the persona of a member of a Germanic tribe and to be interviewed about their migration. These tasks were also used as assessment tasks, as was the case for Text 1 in Figure 7, which was completed under test conditions without support (i.e. notes or

dictionaries). The German teacher needed to develop such materials for every Humanities lesson and lessons could involve multiple tasks.

The Japanese teacher preferred to rely on oral instruction for presenting material to students, sometimes supported by texts in English, and then to involve them in productive language tasks using this knowledge and developed worksheets that required students to work through the knowledge that had been presented orally, as shown in Figure 8. This worksheet involves translation to check comprehension of key terms and then the writing of directions to various places in Japanese using set sentence frames.

Write the English for the following sentences

- 一) かどを まがります。
- 二) はしを わたります。
- 三) 三ばんめの こうさてんを わたります。
- 四) まっすぐ いきます。
- 五) ひだりに まがります。
- 六) みぎに まがります。
- 七) 一ばんめの はしを わたります。

Using the map provided, give directions to each place below.

Example: びょういん: まっすぐ いきます。 Or 二ばんめの かどを みぎに まがります。

一) こうえん: _____

二) えいがかん: _____

三) スーパーマーケット: _____

四) デパート: _____

TASK: Draw a simple map (like the one we used but with an extra block), which includes streets, bridges and intersections. Label places in Japanese. Write 5 sets of directions, starting from the same point each time.

Figure 8: Worksheets for Geography in Japanese

5.1.4.3. Assessment

For each teacher, the adoption of a CLIL model raised issues of how to assess students' work, given that the work had assessable elements for both Languages and Humanities. This meant that teachers needed to consider a number of key issues in their assessment:

1. How to develop tasks that assessed Humanities content at a relevant level for year 8, given the linguistic limitations of the students
2. How to judge and allocated marks to both the language and the content
3. How to reflect the learning of Humanities in the Language program as part of the overall Humanities result.

The first of these issues was resolved in different ways by each teacher. The German teacher adopted assessment tasks that were similar to the tasks adopted in Humanities but simplified them linguistically. She used a range of modifications, such as:

- using receptive tasks to elicit knowledge of Humanities content as well as productive tasks — Humanities teachers used only productive tasks for assessment
- using short-answer productive tasks using fixed sentence frames to demonstrate knowledge of key concepts in the place of more extended answers
- staging tasks to build from less linguistically demanding aspects of the content to more linguistically demanding aspects.

In the final task for Humanities, the students were asked to produce the front page of a newspaper from the time of the great plague, with short stories focusing on particular aspects of the plague and its effect on people's lives. The German teacher negotiated that this would be a bilingual task in which two of the items would be written in German to would reflect the content covered in the German classes — in this case, symptoms and mediaeval beliefs about cures for the disease. The English texts were written as paragraphs, whereas the German texts were simplified by including elements such as dot-point lists that were less linguistically demanding.

The Japanese teacher felt that much of the Humanities content would be impossible for students to express adequately in Japanese and so instead adopted an approach in which some material was assessed in Japanese, where it was possible to express equivalent concepts in simple Japanese, but that other content would need to be assessed in English. For the English component of the assessment she adopted project tasks in which students researched the relevant material and presented this in written English.

Both teachers used both oral and written tasks for assessing Humanities content. The oral tasks were normally prepared tasks that included Drama activities and presentations. This contrasted with the greater focus on written assessment in Humanities taught in English. Oral tasks were adopted for two main reasons:

- as a simplification of the complexity of language used for communication in the target language
- to fit more coherently with assessment in Languages, which gives a significant place to oral capabilities.

Allocating marks for content and language was the most challenging dimension for the teachers as they needed to be able to distinguish between students' grasp of the Humanities content and their ability to express that content in the target language. Both teachers

adopted strategies to determine how they would respond to the linguistic and non-linguistic dimensions of the task. The German teacher ranked linguistic and content aspects of the task equally. Credit was given separately for the correct Humanities content and the correct Language content. The Japanese teacher adopted an approach where she created separate rubrics for language and for content. She assessed students against each set of rubrics and then completed a final evaluation on performance across the rubrics.

Initially, the Language teachers reported students' learning in Humanities as part of the Languages results for the students. In the second year, the German teacher decided to integrate her assessment of the Humanities component more closely with the assessment of Humanities in general, both in common tasks (the newspaper task described above) and the reporting of a proportion of the Humanities mark by the German teacher. In the third year of the project, the Japanese teacher also reported marks as a component of the Humanities mark, but did not develop a common task.

5.1.5 Evaluation

5.1.5.1 Students' perspectives

Students' responses to the program were mixed. Some students responded very positively but other students had reservations about the program.

Students who responded positively to the program recognised that they had learnt more. They felt that they had developed their language abilities, especially their vocabulary knowledge in the target language, but had also contributed more broadly to their learning:

Researcher: *'How about for your languages, for German and Japanese? How do you feel it's affected that part of your learning?'*

Student: *'Well it's extended my vocabulary, definitely.'*

Student: *'By learning another language, it enhances your English. And now since we've been learning German before the German humanities happened we already knew how to say some stuff that we did in the German humanities so it helped having that German and then going to the humanities and not having them at the same time so you were struggling.'*

Researcher: *'Is that how you feel about Japanese as well?'*

Student: *'Yeah, the exact same.'*

These students also commented that they could discuss more significant topics in German than they would have in a conventional program and felt more confident using the language. They also expressed the idea that learning Humanities content in another language was a challenge and they found this both rewarding and engaging as a learning approach.

Researcher: *'What have you liked best about doing Germanities or Japanities?⁴ What's the best part?'*

Student: *'I think it's learning about history and geography in a different language because we can all say the plague was a bad thing in English but saying that in a*

⁴ Students coined the terms Germanities (German Humanities) and Japanities (Japanese Humanities) for themselves as a way of expressing their understanding of the CLIL program.

different language was a challenge and I like having challenges, I don't like things being really easy.'

Student: *'More interesting.'*

Researcher: *'what makes it a bit more interesting, have you been able to think about that?'*

Student: *'Just mainly doing it in that different language makes it more interesting.'*

These students also felt that the learning of Humanities in the target language had enhanced their learning of Humanities as the content in the target language contributed new things to their understanding:

Student: *'I like it because you get a little bit more information than in just history so you get that extra information.'*

Researcher: *'What sort of extra information do you get?'*

Student: *'Now we're learning about the plague in 'Germanities', in Humanities we've watched a few videos on it and we've learnt some information but in Germanities she gave us a few sheets that gave us more in depth information about the topic.'*

Student: *"Yeah it had the doctors and what they were taught, like plague in different areas not just the Europe area and the cures and some symptoms of it all in German.'*

Some students felt that the study of Humanities in another language had been good for their language development but felt that they had lost time for Humanities.

Student: *'Well, it helped me in my German because it expanded me with more words and I'm pretty sure that's with most of my class as well, it helped with their German but we were losing a lot of our humanities time which was a little bit of an issue in humanities because we were missing that lesson but we were learning stuff in German.'*

Student: *'a little bit more because most of the stuff we did in the ... we didn't actually have to learn new words, there were a couple in self-introductions but I thought I was learning a reasonable amount. The only problem was humanities time.'*

One student felt that there were problems for both Humanities and the language as the result of the Japanese teacher's decision to blend the learning of the two curriculum areas more. The student felt that the model meant losing time for Humanities because of the transferred class and then time for Japanese because the Humanities content occupied normal 'Japanese' learning time.

Student: *'I liked what we learnt, we learnt some symbols in mapping and we learnt some Japanese history. But I really like humanities, we missed a lesson and we only had four lessons in a week so basically we had two doubles but we would have had five lessons but we only had four so we only had 2 days that we did humanities and that was a bit annoying because we had to learn humanities faster. But then it also took away normal Japanese time because we had to do some of it in normal Japanese lessons as well.'*

These students seem to have internalised the idea that the curriculum was equated with the number of named classes and that fewer classes meant less time on Humanities and that this meant less Humanities learning. They did not see that the Humanities content in the language class was a part of their Humanities learning. This seems to reflect a problem in

developing a model for increasing time on Languages by sharing the teaching of a curriculum area.

Other students did not feel that they had learnt less in Humanities as they felt that they had kept pace with the other students, but still felt that they had fewer lessons in Humanities.

Student: 'I think it's good in a way because it expands your Japanese. With humanities, we're up to date with everything, cos our class is pretty fast and we're not really going behind on anything, we're up to the stage where everybody else is because at the moment we're doing the Crusades and everyone else is doing that. We don't really need that extra lesson because we just had an essay on 1066 and we all completed that within 2 double lessons and Japanities is better because we're learning more stuff, for me it's easier because I can say more stuff in Japanese and if I need any extra sentences, I can do that.'

It is possible that this feeling was something that students had picked up from the teachers as one student reported problems that the teacher experienced.

Student: 'I'm finding it's fun to do it, it's fun to see it how Germans see it and how their religion sees it but I also find that I know [name] our Humanities teacher is getting a bit frustrated how we have the Monday lesson and the Thursday lesson, if we're watching a movie on it, we forget about the movie because over the two days we have to remember all the things so we have to watch it again and that's where we lose time.'

This comment seems to relate to timetabling issues that meant that Humanities was scheduled as two double periods rather than having the classes spread across the week, as had been the case in other years of the project. This indicates that timetabling problems can influence many aspects of the delivery of a collaborative program.

5.1.5.2 Language teachers' perspectives

For the Language teachers the integration of Humanities into the Languages curriculum was a positive experience, but one that required a great deal of additional work that would not have been feasible without the support offered by the project. In particular, teachers felt that they had a lot to learn about the pedagogy of CLIL early in the project and needed time and support to think through the curricular, pedagogical and assessment issues that this entailed. It was only by the final year of the project that the teachers felt that they had resolved these issues and had fully developed their teaching approach, although ongoing redevelopment was still needed. Also, they recognised that there was a considerable workload issue in relation to developing curriculum and materials to support their teaching and that developmental time was important to getting the program in place.

The teachers reported that the additional time on task, although it amounted to only one lesson a week, had a noticeable impact on the students' learning. They commented that students needed to learn some structures much earlier than would otherwise have been the case. For example, past tense needed to be learnt earlier in both languages to discuss History topics. German students also needed to learn case-marking earlier because of the prepositions needed to discuss mapping and direction-giving in Geography and to express History concepts. Teachers felt that students responded well to this earlier learning of structures and developed productive use of these structures, at least for commonly used words. The teachers also reported that the CLIL classes showed greater confidence in the language and were more likely to take risks in their language production to express these ideas.

The teachers reported that in year 9, the students who had the additional time were placed in classes with students who had taken the regular year 8 German course. They noted that these students had a greater control of grammar and were more confident in using the language. By the end of the project, some students from the first cohort for German, who had studied History through German for one semester, were taking Stage 1 German instead of regular year 10 German. This was the first time that students in year 10 had taken a Stage 1 language. This indicates that even the small amount of additional learning at year 8 level may have had an impact on learning, although the small amount of additional time would not seem to explain the higher level of learning at year 10, given that the accelerated learning was not continued over time.

Overall, teachers noted a change in their expectations about what students could learn in the program and this had a flow-on effect on their expectations for students' language learning more generally.

5.1.5.3 School leaders' perspectives

School leaders recognised that the program had made an impact on students' learning and that students' performance in the target language showed qualitative differences as a result of their participation in the program. At the same time, they felt that this level of achievement may have been the result of targeting the better-performing students in the program and they remained sceptical about the relevance of such an approach for all students. They also felt that the program was burdensome, especially in terms of the demands it made on timetabling and staffing and on some aspects of the internal dynamic of the school.

One issue that the Principal needed to deal with in implementing the programs involved tensions among the Humanities staff about the program. Many Humanities staff, including some of those who were collaborating with the Languages teachers to deliver the program, felt that the lesson taken from the Humanities line became a 'Languages' lesson, even though the content was Humanities. This led to a view that Humanities lost out to Languages. In many ways this feeling was reinforced by local structures in school: timetabling, based on time allocations for learning areas, and curriculum was understood in terms of time allocations in curriculum documents (e.g. the Australian Curriculum's indicative times were viewed as allocations). This understanding of the nature of the secondary curriculum seems to have led to a lack of the program as a shared enterprise in which both Humanities teachers and Languages teachers delivered the Humanities curriculum. This lack of a sense of a common undertaking in teaching seems to have made the development of a program of cross-curricular learning difficult. In Year 2 of the project, the Principal developed a response to the perceived loss of time for Humanities through a mutual allocation of time from each learning area to the project; that is, Languages and Humanities each gave a lesson to the CLIL part of the course. This reciprocal contribution was in fact a recognition of what had happened in the Languages classes, as the teachers devoted more than a single lesson to the CLIL component. The changed formulation was intended to show that there was reciprocation in the teaching and learning from the Languages area and so a joint contribution to teaching Humanities. This formulation, however, did not seem to change the underlying tension the model had created, but may have been more successful if this had been the understanding from the beginning.

School leaders also felt that the program had not worked to increase retention in Languages, which was one of the main objectives in participating in the program. Retention in Languages had actually fallen over the course of the project and the school felt that the project had not therefore delivered the main outcome that they had hoped for. In reality, the

results for retention in the program varied at different points in the project. A high percentage of students who participated in the program in 2013 (Year 1) and continued with a language in 2014 finished with outstanding results. Retention in 2015 (Year 3), however, was much weaker than in previous years.

It is difficult to evaluate how the project influenced retention as other issues were at play that affected retention. In particular, the school made changes to the selection of elective at year 9, which significantly affected subject choices. As the result of changes made in implementing the Australian Curriculum and responding to the indicative hours for the first phase subjects, the school had reduced the number of electives available for students (from 4 to 2). This meant that students had fewer choices for electives. Moreover, if students chose a language, they were required to choose it for the whole year and this mean that Languages constituted two electives. In a context of diminishing electives, this put pressure on Languages as an elective choice. Students interviewed in years 2 and 3 of the project reported that the decreased number of electives was an important consideration for them in deciding whether or not to continue a language. They said they felt that electives were supposed to be for enjoyment and so would prefer to select subjects that were less demanding. Languages were seen as harder subjects and so were less appealing as electives. In Year 3 of the project, there were further changes as phase two subjects for the Australian Curriculum were implemented and the school decided that Languages would be compulsory for the first semester of year 9 and elective only in the second semester. Students interviewed in this year appeared to be less concerned with the loss of elective choices and many had chosen to study Languages for both semesters.

The school has decided that it will not continue to offer the model of an extra language class beyond 2015 as there is a sense that the returns from the program are not justified by the complexities involved in offering it.

5.1.6 Outcomes and findings

5.1.6.1 Impact of an additional lesson

The study has shown that an additional language lesson a week has a positive impact on students' learning and the significant content provided by the CLIL model has a role in developing this learning, as it encourages teaching and learning of more advanced language forms and also has an impact on teachers' expectations of what students can learn in the language.

5.1.6.2 Setting up a CLIL program

Establishing a CLIL program in a school makes particular demands on the school and on teachers. For the school, it involves planning and a commitment to offer content using a different model that may not fit well with existing school structures. It involves establishing a sense of collaborative work in teaching the content area to be delivered in the target language and collaboration between Languages and content area teachers in planning and teaching the new curriculum.

5.1.6.3 The power of school structures

School structures such as timetabling, organisation of teaching areas and approaches to curriculum have a significant influence on what can be achieved when developing innovations in teaching and learning. Timetables and the software used to construct them can provide a rigid context that make some forms of change extremely difficult to implement — this was the case at Modbury High School for increasing Languages provision by one

class. The organisation of the school into teaching areas in which planning curriculum is concentrated encourages a view that curriculum is about structures rather than learning and can be a barrier to working collaboratively, both in developing a sense of shared enterprise in teaching and learning and also in planning and coordinating work across curriculum areas. The views of curriculum that exist in a school and more widely can also become a barrier to working collaboratively. Where curricula are understood in terms of time allocations for particular content and content is associated with particular groups of teachers, collaboration between teachers in more than one learning area can be perceived as creating a problem for both teaching the content area and the ways content areas are valued in the school. This can create tensions that make collaboration difficult.

5.2 Mount Gambier Cluster

5.2.1 Context

5.2.1.1 *The schools*

The Mt Gambier cluster includes three Catholic schools located in the South East of the state of South Australia: Tenison Woods College in Mt Gambier, St Anthony's Primary School in Millicent, and Mary MacKillop Memorial School in Penola. This area is considered to be one of the larger regional centres of the state. The model chosen by this cluster was Model 2: Transition across schools.

In relation to the context, it is important to highlight that Tenison Woods College is a K–12 school; therefore, primary to secondary transition in the cluster applies both within the K–12 school and across the three schools. The two primary schools are feeder schools for Tenison Woods College — secondary.

5.2.1.2 *A culture of collaboration across the cluster*

The Principals of the three schools collaborate regularly on educational initiatives and the transition project became a part of this collaboration. The languages involved in the case study were Italian, which is offered K–12 at Tenison Woods College and K–7 at St Anthony's Primary School. To some extent, the study also included Chinese, which has been offered for fifteen years at Tenison Woods College and for five years at Mary MacKillop Memorial School. Chinese had been introduced recently, with a single staff member shared across Tenison Woods College and Mary MacKillop Memorial School. After the first two years of the project, the original teacher of Chinese left the program. With the change in teacher and the 'transition' involving the same teacher, the focus of activity for Chinese related more to establishing a continuous program than to transition matters, which are not reported here. Nevertheless, the Chinese teacher participated in all sessions facilitated by the research team and developed understandings about transition, which will need to be developed as the program evolves.

Because the work on the transition project coincided with the introduction of the Australian Curriculum: Languages (Italian), discussions with the research team and the developmental work undertaken also included a focus on implementing the new Australian Curriculum for Italian.

5.2.1.3 *The participants*

The teachers of Italian at Tenison Woods College were members of the same K–12 teaching team for Italian and were used to working together. Some members had been at the school for many years and had a long-established set of practices and understandings of the students and the context. At Tenison Woods College there were some changes to the teaching staff during the three-year period of the case study. Transition K–12 in the Italian program had been discussed at Tenison Woods College by the teaching team primarily as an administrative issue and informally by the teachers as part of developing their teaching programs. Prior to the commencement of the project, Tenison Woods College had put in place structures that permitted students who had successfully completed the primary program to be placed in a class for continuing rather than commencing students, but no transition policy had been formalised. The teachers made it clear at the commencement of the project and through ongoing discussions that, although the structural provision was valuable, there were some implementation issues. These related in particular to the misplacement of students into the class for continuers and the placement of new students into

classes as they enrolled throughout the year, with or without having previously learnt Italian. The teacher of Italian at St Anthony's Primary School was experienced in teaching both Italian and music. As she was the sole teacher of Italian in her school, transition within the K–7 Italian program, was managed entirely by her. The transition process from St Anthony's Primary School to Tenison Woods College was largely an administrative arrangement designed to ensure that children's transition to Tenison Woods College was as comfortable as possible for them.

With Mary MacKillop Memorial School, the transition to Tenison Woods College related to Chinese language. Because the same teacher was introducing a Chinese language program in both schools, work in the project involved examining the nature of the program and planning for transition. Staff changes interrupted the process of seeking to develop a K–12 Chinese program across the two schools, but the participation of the Chinese teacher throughout the process ensured the establishment of an understanding of what is involved in managing transition.

The Coordinator for Languages at Tenison Woods College was a senior teacher with expertise in English as a Second Language (ESL). Although ESL and Languages are related fields, they are not the same. Thus, although the Coordinator could provide general leadership in language-related work for the school as a whole and, in fact, undertook a coordinating role across the cluster in the present project, she appreciated that she did not have specific expertise in the teaching of Languages in general, or Italian or Chinese.

In all three schools in the cluster there was a strong desire on the part of the Principals to work towards ongoing development and change. Several developmental, whole-school initiatives were in place in their schools. Their support for the transition project was strong and enthusiastic. The teachers of Italian, however, felt that they had not been consulted about the project and had some hesitation about their involvement throughout the life of the project.

Officers responsible for Languages in the Catholic Education Office of South Australia were keen to participate in and observe the process, which was facilitated by researchers from the Research Centre for Languages and Cultures (RCLC). In between regular, facilitated meetings, coordination between and within the schools was managed by the Coordinator for ESL and Languages at Tenison Woods College.

5.2.1.4 The nature of K–12 provision

From the outset it is important to note that unlike learning areas such as English, Mathematics and Science, in the Languages learning area there is no tradition of K–12 provision in the same language. Consequently, there is an expected rupture in language learning for most students at the end of year 7. In the provision of Languages education, the language learnt by students at primary school level may not be available in the local mainstream secondary school, and thus continuity in learning the same language becomes difficult. Where the same language *is* available, as at Tenison Woods College, the secondary school (or the secondary section of the K–12 school) would need to provide learning pathways for *both* students who are continuing to learn the same language from primary school, and students who are beginning to learn the particular language at secondary school. Secondary schools are rarely in a position to be able to create such separate pathways to maximise continuity in language learning for those students who have been learning the target language at primary school level. For the few schools that are able to make such pathway provision available (e.g. Tenison Woods College), sustaining the pathway is often a complex matter because of issues of policy, placement of students, continuity in terms of curriculum provision and teacher conceptions and expectations about

continuity and progression in learning. The problem is magnified by the fact that primary language learning normally involves no more than a lesson a week and it becomes difficult to sustain progress in learning with such a limited amount of time on task. This leads to a perception that little is achieved in primary language learning and the default option is for students to begin again from scratch when they transition to secondary school level. This situation naturally makes the notion of transition in the teaching and learning of languages a challenging one.

5.2.2 Model adopted

5.2.2.1 Transition years

As indicated above, the model adopted by the Mt Gambier cluster was Model 2: *Transition arrangements developed across clusters of primary and secondary schools to ensure continuity in language learning*. In the context of the project as a whole, an effective K–12 transition means that students entering language learning at secondary school level are able to build on prior learning of the particular language, rather than beginning again from scratch. This, in turn, offers the potential for students to make stronger gains in language learning, both quantitatively and qualitatively. Within a K–12 perspective, recognition of and support for continuity in language learning could mean that students are rewarded by accomplishing deeper and more extended learning and/or by fast-tracking towards senior secondary level so that students may take the year 12 SACE course and be assessed in year 11.

In the Tenison Woods College, St Anthony's Primary School and Mary MacKillop Memorial School cluster, it was originally intended that the transition project would apply to years 6–8 across the cluster. Very early in the project, however, it was recognised that transition in fact applies at every year level across K–12. Although the focus remained on years 6–8, the project was extended to K–10.

5.2.2.2 Conceptualising the nature of transition

The nature of transition from primary to secondary school in language learning may be conceptualised in at least three different ways. The first conceptualisation of transition may be understood as a process of 'pastoral care', inviting primary school students to move from primary to secondary schools in a way that is emotionally reassuring. This conceptualisation recognises that there are different cultures of organisation, curriculum, teaching, learning and assessment between primary and secondary schools and transition processes are intended to help students navigate these differences in a way that renders the change less stressful for students.

The second conceptualisation of transition is essentially a structural, organisational matter. Primary and secondary schools are organised in different ways and, as with the pastoral care conceptualisation, the students' move to a different organisational structure needs to be facilitated.

In a third conceptualisation, transition refers to learning; that is, facilitating continuity in learning so that students continue to build on prior learning as they progress through the years of schooling, usually with stronger achievements because of the sustained period of continuous learning.

From the perspective of the researchers, the starting point for the present case study on transition was an understanding of transition that includes all three conceptualisations. In fact, it was recognised from the outset that the project would include structural and organisational dimensions, recognising that the schools' organisational structures and processes (including pastoral care of students) would need to support transition. It was also recognised that it would be fundamentally about providing continuity in learning, with curriculum and assessment dimensions; that is, recognising that the curriculum and

assessment designs and practices would need to take account of and promote continuity in learning over time.

As the case study on transition progressed, it became clear that the participants from the schools had understood the scope of transition in a different way. As the Language Coordinator for Tenison Woods College noted in her 2014 report to the research team:

'Prior to the project, transition was understood as a student experience which included an orientation to the campus and structured opportunities for students to get to know staff... to make the students familiar and comfortable with their new surroundings. There has been a deliberate approach ... since ... (the commencement of the project) to change the understanding of transition to ensure that the term goes beyond the procedural and pastoral care dimensions of transition and is focussed on learning.'

The realisation that transition is a process that is intended to ensure *continuity in learning* represented a major shift in conceptualisation from the perspective of the case study participants. It also represents a necessary first step in establishing processes that will support successful transition. It is through the project that the cluster has come to a shared understanding of *learning* transition. The schools see this as a 'reframing' of their understanding and a recognition of the lack of information gathered about student learning and the need for it.

5.2.3 Structural considerations

5.2.3.1 Developing a policy and procedures to support transition

From a structural perspective, in managing transition in learning across a cluster of schools there are normally two considerations that require attention: (1) policy pathways and procedures, and (2) staffing. Each of these is discussed in turn.

5.2.3.2 Policy pathways and procedures

In the case of the Mt Gambier cluster there was initially no explicit, formal policy or set of procedures for transition in Languages (Italian) that had been developed and agreed by the cluster. There was provision at Tenison Woods College for a pathway for continuing students, although there were some problems with the placement of students in appropriate classes.

A policy statement was gradually developed and agreed by all three Principals and their schools. This was based on an analysis of the current enrolment and placement practices and processes for transitioning year 7 students into year 8 at Tenison Woods College and extensive discussions with the Principals of the three schools, senior management staff at Tenison Woods College, the Language Coordinator and Teachers of Italian. The Language Coordinator and the teachers analysed the existing procedures at Tenison Woods College as they operated in the 2013–2014 transition process, as well as data related to the numbers of transitioning students, the placement and processes, and the problems encountered. It became clear that initially, no information or data about students' prior learning of Italian travelled with the students when they transitioned from feeder schools to Tenison Woods College. Transition *within* Tenison Woods College involved the same teaching team covering the teaching of K–12, and there was a sense in which the teachers 'knew' the students or could at least readily obtain any information on students' achievements and dispositions through informal discussions within the teaching team. Through the discussions about transition there was a certain ambivalence: there was support for a policy and procedures that would formalise the process, but there was also a sense that teachers at secondary

level would soon establish for themselves where students were in their learning, without relying on a previous teacher's judgment. There was a recurring leitmotif, 'I would rather get the information directly from the students themselves', indicating that teachers felt that they could readily establish an understanding of the students without formalising the process. A major issue that was discussed extensively in formulating the policy related to the nature and extent of information that needed to be passed on to the 'receiving' teachers. This necessitated addressing questions about how the information would be gathered, and by whom, how it would be presented and stored for use, and how it would be communicated effectively across schools.

The policy that was developed focused on maximising student learning through transition both within and across schools in the cluster, and sets out the principles of transition. These aim to maximise learning so that students benefit from continuity in learning; there is no intention that it should also lead to acceleration of the learning pathway. (See Figure 9.)

As a cluster of South East Catholic Schools in the South East of South Australia, we value our students' language learning experiences and ongoing progress in learning. We recognise the benefits of working collaboratively to ensure a continuous and a coherent learning pathway for each student.

Our guiding principles for transition in learning languages incorporate the recognition of students' prior learning of languages and cultures and the need to provide a continuous and coherent approach to student learning.

1. Transition in language learning should enable *students* to:
 - a. continue to develop knowledge, capabilities, skills and understandings in all aspects of language learning;
 - b. reflect on the nature and quality of their language use and language learning;
 - c. better understand themselves as language users/communicators and as language learners;
 - d. enjoy new teaching, learning and assessment approaches as they progress in their learning;
 - e. monitor and take more effective control of their learning;
 - f. identify in conjunction with teachers of languages, their successes and areas for future development.

2. Transition in the language program should enable *teachers* to:
 - a. consider the nature and scope of learning for each year and across years in the teaching and learning program;
 - b. challenge students with clear curriculum and achievement expectations and standards;
 - c. invite reflection on student learning, progress and achievement.

3. Transition within and across schools should enable the SE Catholic Schools to:
 - a. enact a commitment to maximising language learning through actively building on prior language learning in terms of the nature and scope of learning;
 - b. support the principle that student learning is used to inform their placement;
 - c. build capacity among the cluster schools;
 - d. maintain clear and regular two-way communication regarding transition practices, based on the nature and scope of learning through the curriculum and the sharing of relevant information;
 - e. develop approaches to teaching and learning that will meet the needs, expectations, desires and goals of the individual child;
 - f. harmonise approaches to teaching, learning and assessment at the point of transition;
 - g. monitor and evaluate this policy.

Figure 9: Transition policy statement

The pathway for continuing students of Italian was in place at Tenison Woods College. It had been established to cater for at least those students who would transition within the K–12 school. Because it was already available as a structural provision, there was no need for any discussion about timetabling for this continuers pathway in addition to a pathway for commencing students of Italian in year 8. The placement process, however, was largely administrative, with little involvement on the part of the teachers of Italian who would be in the best position, professionally, to consider students' capabilities and achievements, specifically in Italian. One important discussion that needed clarification with the teachers related to the tension between (a) placement that is understood as a form of 'streaming' of students and, at the same time (b) the desire to ensure that students' experience of learning Italian at primary level is recognised when they transition to the learning of Italian at secondary level. At issue is also the reality of different student capabilities and achievements. The teachers identified a number of issues about the way in which the placement process had been managed. These included the need to be able to move students in and out of the continuers pathway, depending on students' achievements and success in the pathway in which they had been placed. They also raised concerns about students who transitioned to Tenison Woods College from schools that were not a part of the cluster and students who came to Tenison Woods College at times that were outside the regular enrolment period. In these circumstances it becomes necessary to put in place some kind of placement assessment; for this reason the placement process was necessarily a professional matter rather than simply an administrative one. Although the timetable made provision for the continuing pathway, classes also needed to be timetabled concurrently so as to permit the flexible and easy transfer of students across pathways as the need arises. This aspect remains to be put in place. The problem arises because of the relationship between the senior and junior school timetables. The teachers also raised questions about the nature and extent of information that would travel with the transitioning students. They raised questions about who would have access to this information and how it would actually be used. They also noted the importance of communicating with parents and the wider community about the policy and its implementation.

In order to address these questions, the policy process also included the development of a set of procedures that would be used to support the transition policy. These are available at Appendix 1. They include a statement about the information that will be gathered administratively. This includes the student's linguistic and cultural profile and affiliation with Italian (i.e. home background in Italian or other experience); the language studied at primary school and the number of years of study and hours per week; a report on the student's language learning profile as completed by the year 7 teacher; and a form that is completed by the student and captures self-assessment of aspects of their learning, their engagement and preferences in learning, and their expectations about learning. Although aspects of these procedures were trialled throughout the project, it was not possible to trial the entire policy as the formulation of the procedures took place through a highly dynamic process throughout the life of the project.

The procedures make clear that the information gathered by the school administration will be made available on the schools' Student Information Management System to all year 8 teachers.

With respect to placement, the major criteria used are as follows:

- Students who have studied Italian in years 6 and 7 and choose to continue learning Italian in year 8 will be placed into Pathway A.

- Students who have had less than 24 months of Italian or who have not studied Italian in years 6 and 7 will be placed in Pathway B.
- For all other students, placement will be on a case by case basis, determined by the school management, the Language Coordinator and the teachers of Italian.

Another aspect of the transition procedures includes the development of a common assessment task for use with all students of Italian in years 6 and 9 across the cluster. Two cycles of development, implementation and analysis of this procedure with teachers were trialled during the project. Student work samples derived from this process will be included with transition information that travels with transitioning students. This aspect of the project is discussed further below (see Assessment considerations).

5.2.3.3 Staffing

Throughout the duration of the project the staffing at the schools remained fairly stable, with one change to the Italian staffing at Tenison Woods College and one change to Chinese staffing. For Italian, although it meant the loss of a highly energetic teacher, she was replaced by an experienced and enthusiastic teacher who readily became a member of the teaching team. Because Tenison Woods College has a teaching team of four teachers for Italian, K–12, changes in staffing can be accommodated readily. The primary schools, however, have a single teacher of the particular language (and in the case of Chinese, a single teacher working across two schools in the cluster). A certain fragility is inevitable, because the program relies to a large extent on the work of one person. There is an enormous sense of responsibility for any single teacher working in a situation where the success of the whole program relies on the strength of his/her work. Prior to the commencement of the present project, the teachers across the cluster had had little contact. The cluster arrangement can support professional dialogue and sharing, and all Principals supported professional exchange most strongly. In practice, this professional exchange requires extensive facilitation because of the different school cultures and expectations, and the different kinds of experiences, engagement and expectations that participants bring to the exchange. The need to address a range of issues of policy, procedures and practices related to transition provided a common focus driving processes of collaborative decision-making and the need to achieve consensus. The ongoing discussions among staff demanded a high level of commitment from all.

Because there were consequences for all participants, there was a need for independent facilitation that respected the multiple and diverse perspectives and practices of all the schools in the cluster while enabling the discussion the progress. This facilitation was provided by the research team from the RCLC, working together and continuously with the three Principals and the Language Coordinator, in a complex and collaborative process.

5.2.4 Curriculum and assessment considerations

5.2.4.1 Curriculum considerations

In order to address the process of transition, understood as *continuity in learning*, it was necessary to consider curriculum *scope and sequence*. There is a tension in using the notion of 'scope and sequence', because it tends to be understood as a way of capturing the *content* of learning while ignoring other critical aspects. The process of learning languages (and indeed any learning area) clearly requires more than just a consideration of content, but in the context of transition in relation to learning, the content of learning provides a means for capturing the learning that students have experienced. It also represents a way of rendering the level of complexity in the learning, which is another crucial dimension of transition.

Another tension with the notion of scope and sequence arises because it is often seen as fixed, rather than being a response to the learning needs of students.

There is yet another a tension in the current conception of the scope and sequence of learning. In most programs in primary schools, scope and sequence are described through themes and topics. Although learning through themes and topics can be a valuable organising focus, it is well understood that theme-based language work can be realised in very different ways and at very different levels of complexity. Levels of complexity tend to be addressed through pedagogy, but it is difficult to derive any notion of scope and sequence of learning through pedagogy that can accurately convey the nature and levels of capability and achievement to another teacher in the transition process.

At the secondary level, scope and sequence are described most frequently through a combination of themes and topics, which are often referenced to a textbook. When a cluster of schools is involved in transition, seeking ways of capturing the scope and sequence of learning in a way that is meaningful to teachers in different school environments becomes complex. On the one hand, the school program outline that is often submitted to the senior managers of the school may be too general; on the other hand, the teachers' day-to-day programs may be too detailed. It was necessary, therefore, to find a way of capturing the planned learning that takes place, as closely as possible to the learning program that students actually experience in a way that is meaningful to all participants in the transition process. Although all the teachers of Italian had programs that they had developed over time, they were not developed in a way that captured the learning at a level of detail that would be meaningful to others. In addition, the programs included individual teacher orientations and aspects that came from their particular preferences for the content of learning and ways of working with students. This is a regular phenomenon in teaching and learning, but the context of transition requires developing some degree of commonality in capturing the scope and sequence of learning from the individual approaches to teaching. This is fundamentally a conceptual matter that is challenging for teachers. It entails mapping the learning with a focus on continuity and coherence across longer spans of time than the year-long frames that teachers usually plan within the K–10 span. Spanning planning across sequences of years raises different kinds of questions about the development of concepts, processes, dispositions and language/literacy than teachers usually grapple with. The challenge was even more complex in the present case study because the Australian Curriculum for Italian it seemed logical to conceptualise the scope and sequence of learning for transition in a way the incorporated the use the newly released Australian Curriculum.

The process of developing the statements of scope and sequence for use across the cluster of schools focused at first on years 6–8. Following the logic that every year represents a transition year, the project was then extended to capture the years K–10 span. The process, which was facilitated by the research team, involved:

- analysis of the current curriculum for Italian in all schools in relation to the Australian Curriculum for Italian, with a view to identifying commonalities and gaps
- consideration of the key aspects of learning that would best capture sequencing in learning (e.g. grammar, concepts, processes, texts) and the level of detail needed
- development of a common terminology and common understandings
- an initial drafting of scope-and-sequence statements for Tenison Woods College and St Anthony's Primary School, with critical feedback provided by all
- comparison of the statements across schools, referenced against the need to capture ways of communicating learning across schools and finding ways of achieving

- commonality without removing the distinctiveness that comes from individual school requirements, expectations and cultures and individual teacher ways of working
- cycles of drafting and redrafting based on facilitated group discussion, and feedback on the range, level and sufficiency of learning.

A particular issue that needed to be addressed at Tenison Woods College was the differentiation in scope and sequence of learning between the beginner and continuer pathways at year 8 level and beyond. This issue remains a key one that will need further monitoring and development.

The process of developing scope-and-sequence statements was particularly challenging. The comments of the teachers along the way give an indication of their experience, including both the challenges and the value of the process:

'There is a picture of growth across the years.'

'It's headachy!'

'It's good to work together especially since I am always questioning my practice—am I doing enough?'

'There is a difference between what is taught and what is retained, so there is always revision every year; we need to teach something new while teaching something old.'

'This scope will provide some freeing up.'

'There are similarities in content in primary and secondary but how does it get taught? Some aspects appear the same.'

'There is no clear sense of depth of treatment.'

'The examples in Italian [teachers were asked to incorporate actual expressions in Italian] are helpful in conveying the level'

One further significant challenge was the need for the teachers to come to understand the concepts of the Australian Curriculum for Italian. The latter represents a markedly different conceptualisation of language learning and the processes of familiarisation and use were therefore more demanding. Structurally the Australian Curriculum is developed in two-year sets, but each of the scope-and-sequence statements needed to capture just one year. In representing the content, there was much experimentation with shifting from a singular focus on themes to incorporating concepts. More work will be needed to fully make this change. The teachers of both Tenison Woods College and St Anthony's Primary School developed scope-and-sequence statements drawing upon the Australian Curriculum for Italian. Although the formats are somewhat different, each provides a sense of the scope and sequence of learning. An example of the year 7 scope and sequence is provided for each school at Appendix 2a and 2b.

The development of the scope-and-sequence statements incorporating the Australian Curriculum was time-intensive. For this reason, within the life of the project it was not possible to trial and review the usefulness of the scope-and-sequence statements specifically for the purposes of transition. Nevertheless, all participants indicated that the preparation of these statements was necessary. The Principal of Tenison Woods College indicated that this project had highlighted the need to consider scope-and-sequence mapping as integral to continuity in learning K–10, for all learning areas. Consequently, work

of this kind would be extended to all learning areas as part of the school's teaching and learning development strategy.

5.2.4.2 Assessment considerations

A further dimension of the learning focus that needed to be taken into account in transition was assessment. This is a key transition mechanism for capturing progress in learning across different sites. A key question for this project was, was what kind of assessment would yield the kind of information that would support transition? In discussion, it was recognised that because of the multi-dimensional nature of language learning, no single task would be able to capture the diverse learning capabilities and achievements that should be captured. The language assessment practices within the cluster were highly localised and it was difficult to establish any commonalities. It was also acknowledged that a large proportion of assessment practices, especially at primary level, are highly scaffolded, because the major focus is assessment *for* learning and there is a strong desire on the part of teachers to ensure that all students experience success. In addition, it was recognised that the culture of assessment is different in primary and secondary cycles of schooling because of their different purposes. As an alternative to the use of common assessment procedures, the teachers discussed the possibility of selecting work samples that would capture each transitioning student's achievements. In order for this process to be meaningful, there would need to be information about the context of assessment; that is, how specifically it related to learning, how the assessment task/process was presented to students, the conditions under which the work was accomplished, the nature and extent of scaffolding provided and the basis for the judgment made or annotations provided.

From a research perspective, it was also important to consider students' current performance in the focal transition years. With an exploratory stance, the research team proposed that the teachers design and implement a common assessment across years 6–8, across the cluster. Although it was well acknowledged that a single task would provide a limited picture, the exploration would afford an opportunity for the teachers to look closely at students' work across the major transition years from the primary to secondary cycles of learning. For practical reasons it was agreed that the common task would be a writing task that students would complete without teacher scaffolding. This would allow for:

- the examination of actual student performance within a long-term perspective (a practice that is rarely implemented in schools)

and consideration of:

- a 'culminating task' to be undertaken without assistance, thereby under common conditions for all and yielding an instance of students' performance that was unassisted
- criteria for considering assessment over time (rather than episodic assessment)
- the nature and extent of assessment information needed to support transition
- practicalities.

In 2014, it was agreed that all students in years 6–8 would undertake the common writing task presented in Figure 10. At Tenison Woods College, this meant that at year 8 level, students from both the continuers and beginners pathways would participate, making it possible to compare, albeit in a generalised way, the nature of the performance of students who had experienced transition as practised prior to the commencement of the present project.

The common writing task
Writing task (20 minutes)

Write as much as you can in Italian about yourself, for example:

- personal information: your name, age
- your family members: brothers, sisters, pets
- your home: features of your house, rooms
- your friends: names, appearance
- your weekend: things you like to do, routines, likes/dislikes

Here are some words that might help:

- mi chiamo*
- fratello/sorella*
- camera da letto, salotto, cucina*
- alto, magro, bello, intelligente, sportivo*
- giocare, leggere, mangiare, studiare*

Figure 10: Common writing task — 2014

Although descriptive in focus, the task responded to the need to capture learning that students across the cluster had experienced. It was not feasible, for example, to include some of the concepts and processes captured in the Australian Curriculum for Italian as it was important to give all students across the years 6–8 span every opportunity to be able to demonstrate the Italian that they had retained from their learning experience.

In 2015, the process was repeated with the writing task shown in Figure 11:

ITALIAN TRANSITION PROJECT

COMMON ASSESSMENT TASK – WRITING

NAME:
SCHOOL:
YEAR LEVEL:
TEACHER:

@Nando



Nando, a new Italian exchange student, is about to arrive in the South East where he will attend your school for two months. He is very excited about his new adventure and decides to introduce himself on his Blog. Read his post and then follow the instructions on the next page to write your response in **ITALIAN**.

Ciao!

Mi chiamo Nando. Io ho tredici anni. Ho i capelli castani e gli occhi verdi. Il mio compleanno è il venti dicembre. Sono un ragazzo alto, molto sportivo e intelligente. Non sono pigro e brutto. Adoro la scuola, e soprattutto l'inglese e la matematica. Mi piace anche l'educazione fisica e la musica. Invece, non mi piace molto la biologia, ed anche l'economia domestica; e odio la geografia. Inoltre, amo molto il calcio e il football australiano (forza Inter e Carlton!). Nonostante sono italiano non mi piace la pizza e il gelato. E specialmente odio lo shopping. Che strano! Infine, adoro la musica: mi piace molto Taylor Swift ma non mi piace One Direction.

Ciao! 😊

soprattutto: above all

anche: also

invece: instead

inoltre: moreover

nonostante: although

specialmente: especially

che strano!: how weird!

infine: in conclusion

Figure 11: Common writing task, 2015

Task

Now, it is your turn to write a short response to Nando's message. Your response could include some or all of the following ideas:

- An introduction
- Your age etc.
- Your birthday
- A brief description of your appearance and personality
- Your likes/dislikes (including some school subjects)
- Your favourite AFL team
- A band or a singer you particularly like

Please, write on every second line and use **blue** OR **black** biro only.

Ciao Nando!

Handwriting practice lines for the response. The page contains 20 horizontal lines. The instruction indicates that the student should write on every second line. There are faint handwritten marks on the right side of the page, including a circled '2' near the top and a circled '15' near the middle.

Figure 11: Common writing task, 2015 (cont.)

It was also decided to ask students to complete a brief student learning experience questionnaire (see Figure 12) to capture some of their perspectives and dispositions in relation to their learning of Italian.

<p>Student learning experience questionnaire</p> <p>Name:</p> <p><i>My learning experience</i></p> <p><i>Tell us about your experience in learning</i> <i>Write your answers in English – you can use dot points or write in sentences</i></p> <p>What are some of the most interesting or important things that you have learnt about the Italian language?</p> <p>Think about words, sounds, writing, talking, things you have learnt. Write down why you think these things are interesting or important.</p> <hr/> <hr/>
<p>How is Italian different from English?</p> <hr/> <hr/>
<p>What would you tell a new student who does not know anything about the Italian language about learning Italian?</p> <p>For example: In order to learning Italian you need to know that:</p> <hr/> <hr/>

Figure 12: Student learning experience questionnaire

The student responses to the writing tasks and the student experience questionnaires were collected in class groups. All teachers and the research team analysed all the responses collaboratively, through a facilitated process, bearing in mind the focal questions: What do we notice in both individual responses and sets of responses? What does this tell us about continuity and progress in learning across the years 6–8 span? This means that reading the responses entailed a process of considering:

- individual class sets of responses
- responses across classes across the cluster
- comparative responses across the years 6–8 span.

Whereas the first process is typical of assessment in general, the second and third processes are rarely undertaken and yet, for the purposes of transition, they are potentially the most informative.

The teachers noted features of learning that could be seen as 'markers of progress'. They recognised that the data showed far less progress across the years than they had anticipated. As one teacher stated, 'I'm disappointed that all that they are able to say is "*mi chiamo*" and "*undici*". I would have expected a lot more.' The discussion also revealed marked differences in teachers' conceptions and, above all, *expectations about learner progress* in the learning of Italian. It must be emphasised that progress in language learning, as indeed in all learning, is an extremely complex matter. At the same time, in a model of language learning that focuses on transition in learning, it is the crucial issue. It must also be recognised that the experimentation with assessment in both years involved only one writing task and only one occasion. Nevertheless, through the lens of assessment, the teachers and school managers came to understand that progress in learning is the fundamental issue in transition and that traditional episodic assessment practices, without the longitudinal, developmental perspective taken in the experimentation in the present project, are not sufficient to capture the necessary aspect of development in language learning, which is the fundamental purpose of transition. This process of experimentation has prompted wider discussion within Tenison Woods College of the need to reconsider the whole-school transition policy and the nature of the data that is meaningful for accompanying students moving from primary to secondary (and also from year to year within the same school).

Notwithstanding the limitations of the experimentation on both iterations of the common assessment task, teachers made the following observations.

About year levels:

- Students at higher year levels do not necessarily perform better than students at earlier levels, e.g. with the 'Nando' task (Figure 11), '*Most Year 7s are better than Year 8 and 9 and Year 7 and 8 seem stronger than Year 9*'.
- '*The responses at the highest level across the years 6-9 are very similar*'.
- '*Overall, the standard is perhaps not as high as it could be and we could raise the bar*'.

About transition:

- '*We are always revisiting and starting again each year*'.

About output:

- Most students used the prompt effectively; a few students went well beyond the prompt and included their own ideas.
- Students' responses varied from one line of text to 15 lines.
- The task focused on production, inviting students to call all they have learnt into active use and application.
- A small number of responses attempted to recognise interaction with audience.

About where current teaching practices are inadequate:

- '*Students' knowledge is topic dependent; shifting to another application, their knowledge breaks down*'.
- '*English dominates their way of interpreting Italian*'.

- *Teachers' pedagogical practices, e.g. the use of English, are evident in the students' responses.*

About how to improve students' learning:

- *'Students don't know how to extend the language and this raises a fundamental point about continuity: how do we expand that language?'*
- *'I've been thinking about my own teaching and where the gaps are. I need to formulate my unit plans to incorporate more of what I'm doing from the start of the year.'*
- *'I'm thinking about personalisation and how I can use that'.*

These comments suggest that taking a long-term (as well as episodic) view of assessment is necessary. Although the differences in performance across years 6–8 can be explained in many ways, they are there and in the present project prompted a focus on the cumulative nature of language learning and how it is best and deliberately developed over the span of years. The teachers began to reflect on how best to teach for transition/continuity in learning. This experience of working with a common assessment task led to a reconsideration of the scope-and-sequence statements and the need to consider progression more carefully. Given the reality of learner differences in this context, the teachers recognised the need for personalisation. There is no doubt that preparing the ground for cumulative learning or for learning progressions is challenging, particularly as the nature of many of the plans for and practices used to develop learning is short-term and episodic.

The common assessment will continue to be used as part of the transition procedures. Furthermore, the professional learning derived from the discussion of the assessment task and student responses prompted the three Principals to offer the teachers of Italian an annual professional learning day to allow them to come together across the cluster and continue their discussions and reflections on student learning in the context of transition. These discussions will need to be facilitated.

Reflecting on the common assessment task process, one of the teachers stated:

'I think it's very valuable to compare students on different sites and different year levels in terms of marking; each teacher marks a student based on their understanding of the child and the task they have created. I find a lot of value in looking at how children complete a similar task and how other teachers view that task and it was interesting to hear what other people saw in the task that perhaps I did not see. I see great value in a common assessment task where you can reflect on what the students are learning but also on your teaching practice. I think that's incredibly important ... to better do what you do.'

The student experience questionnaires (see Figure 12) offered teachers valuable insights into students' views about their learning. Based on the experimentation with the student questionnaire, a procedure was also included whereby students provide their views of the learning process as part of the information that travels with the transitioning students.

5.2.5 Evaluation

There were highly complex processes involved in, across the cluster:

- analysing existing practices
- developing
 - policy, pathways and procedures

- statements of scope and sequences of learning
- a common assessment procedure.

Across the teaching teams, it was necessary to conceptualise transition as transition in learning, and develop a degree of consensus. A high degree of facilitation was needed and this was provided by the research team in ongoing conversations with the Principals, the coordinator and the teachers. Because the research team members were ‘outsiders’, a certain external perspective could also be brought to the discussions. Evaluation occurred throughout the process, with a specific focus on evaluation at the end of the project. The perspectives of participants are described next.

5.2.5.1 Teachers’ perspectives

All the teachers found the project valuable in terms of the professional learning they had undertaken and the opportunity to work both as a whole faculty at Tenison Woods College and as a group across the cluster. All found the work challenging, especially in developing scope-and-sequence statements based on the new Australian Curriculum, which represents a substantial change from current practices. All recognised the need for the discussions to be facilitated, though for some, the process could have been compressed if the facilitation had simply provided a way forward at the multiple decision points, rather than asking the group as a whole to problem-solve and come to shared, collective decisions. All appreciated the value of taking a long-term perspective on learning, as is necessary in working on transition. As one teacher stated:

‘... it’s really important to have been able to do the scope and sequence from Foundation to Year 10 because it is not something I would have done if it weren’t for this project ... it was really difficult and I think we’re still learning.’

They appreciated the deliberate focus on learning:

‘... it’s making me think more: ‘what do I really want them to learn?’

They also appreciated the change in their entire orientation to teaching and learning:

‘... thinking about how these kids are taking Italian through their years, what they’re taking from their Italian, from the experience of Italian lessons, not just the Italian words.’

This suggests a shift from an emphasis on vocabulary and themes to a consideration of the experience and its meaningfulness to the learners themselves. They also valued some of the new elements of the Australian Curriculum; notably, translation understood as cultural translation.

The teachers found great value in the opportunity to look at students work comparatively ‘and really look at where the students are at’.

There is some uncertainty among the teachers about how the policy and procedures, the scope-and-sequence statements, and the accompanying modules of work will actually work in practice over the longer term. Because a full implementation of the new policy and new curriculum was not possible during the life of the project, their use will need to be monitored and the tools and procedures developed to support transition will need to be adjusted as necessary, based on implementation.

5.2.5.2 Language Coordinator's perspective

The Language Coordinator appreciated the focus that the project had taken on the 'need to look at progression in language learning and how do we make that the primary focus of our curriculum'. She had wanted, also, to see more collaboration among the teachers of Italian and the project provided what was 'almost a forced collaboration'.

Above all, she appreciated 'the shift in understanding transition and understanding that it is learning and it's not how do they feel about coming to a new campus'.

She also saw value in having an explicit policy on transition, recognising that it is difficult to make substantive changes in a short period of time and that the three-year period of the project was needed.

She saw the importance of the development work occurring in the context of a research project: 'it has to be research based because ... how do you know if you've been successful?'

In expressing her view on barriers to successful development work such as that undertaken for the present project, she indicated that these include, for example, the absence of a shared vision about the need for such a project; release time; and 'human factors', that is, the need to negotiate the different perspectives that participants bring to the discussions, and perceptions about participants' workload.

5.2.5.3 Principals' perspectives

Noting the immense support provided by the Principals for the project, it is important to highlight the value of the project from their perspectives. They came to understand that the work on transition that was accomplished in the Languages learning area can also be applied to and unpacked in the whole school:

'We (the leadership team of the school) actually really like this (draft transition policy and procedures) and this could become a document that we use for all year levels.'

'I think this project has been ideal in not just claiming but learning the way in a space about learning transitions ... it's mainstreaming and languages is mainstream.'

They appreciated the focus on transition as learning:

'We rejig as a school our whole understanding of transition and our transition program and then when we looked at it, it was just an induction, an orientation; it's not transition and that was fundamental.'

'Leaders need to be leaders of learning and the learning transition and how we articulate that ... how you connect that will ... determine the strength of a school community.'

The work on the project gave them an appreciation of the value of languages:

'We as leaders also value the work of languages because languages actually can be as we all know pushed to the side.'

They observed changes in the teachers' learning and practices:

'I have seen a huge growth in [name of teacher] in her collaboration, her understanding of the Australian Curriculum ... and the teaching and learning of

languages ... she's been able to feel confident in putting her voice forward about her learning and understanding.'

Finally, they appreciated the collaboration across the cluster to develop an agreed policy and procedures that provides a basis for further policy development. Equally, they recognised the high degree of support that the project had provided:

'... I mean we couldn't do this because it's so difficult to release staff on a really consistent and meaningful basis. I mean the one offs we do but we do need the funds to be able to provide the meaningful time.'

5.2.6 Findings

5.2.6.1 Transition as learning

This study has shown that transition needs to be understood fundamentally from the perspective of learning. Pastoral care dimensions are of value, but the focus must be on learning. The focus on spans of learning over time has a major impact on:

- curriculum — the focus turns not only to the selection of themes, but primarily on curriculum scoping and sequencing, and conceptualising growth and progress in learning
- teaching and learning practices — teachers develop a stronger focus on concept and process development and take a dynamic view of learning
- assessment practices — teachers consider assessment within a longitudinal perspective as well as a developmental one
- teacher learning— teachers appreciate in a more deliberate fashion, the need to work towards the development of learning over time.

5.2.6.2 The need for explicit policies, pathways and procedures

Practices develop over time in schools, and become policy and procedure. Within the cluster, the schools had collective understandings about transition, but no explicit policy and procedures. Tenison Woods College had established pathways to permit continuity in the learning of Italian at the primary to secondary transition point, but in practice, problems had arisen, creating tensions that needed to be addressed. An explicit policy and procedures provides a common reference tool for all to use to govern practices. Furthermore, in the process of coming together to develop such a policy, conversations needed to take place across the cluster, and through these conversations, it was possible to explore issues, make decisions and establish common understandings.

5.2.6.3 The need for curriculum and assessment focused on continuity

Practices of curriculum and assessment can become localised and short-term. Curriculum planning and program design is often the responsibility of an individual teacher, working generally within the timescale of one year. Integration, progression and developing coherence across year levels is assumed but not necessarily a deliberate focus. It is crucial that planning across year levels becomes a focus of curriculum and assessment planning. This is best achieved through collaboration.

5.2.6.4 Complexity of change requires leadership support and expertise focused on learning

Working towards transition when understanding it as transition in learning is a complex process. It represents a change from some of the routinised practices that characterise the increasingly busy and complex environments of schools. Working with a focus on learning as

a central goal demands high levels of leadership towards change and expertise in learning in order to bring about the necessary changes. If they are to undertake the necessary work towards change, teachers will need substantial support and time. Facilitation at every point is crucial for success.

5.3 Norwood Morialta High School

5.3.1 Context

Norwood Morialta High School is a metropolitan government secondary school with approximately 1470 students (years 8–13) from culturally and linguistically diverse backgrounds, including a large international student cohort.

The Languages program is considered an essential part of the school's commitment to international education and intercultural engagement. The school offers five languages (Chinese, German, Japanese, Italian and Modern Greek) from years 8 to 12. As an accredited IB Middle Years Program school, all students must choose one of the five languages from year 8 and continue the study of a language into year 10. From 2015, all students will continue the language through to the end of year 10.

It is within this context that the school committed to offering students a sustainable immersion program in Italian. The school has been interested for some time in developing an immersion program, but had not secured sufficient funding to advance the idea. The program became viable as part of this project through financial support provided by the Italian Consulate in Adelaide and the Dante Alighieri Society of South Australia.

5.3.2 Model adopted

Norwood Morialta High School chose to adopt Model 3: an immersion (bilingual) program in which one learning area (Humanities) would be taught through the target language (Italian) at year 8 (the first year of secondary school). The aims of the Italian immersion program identified by the school were:

- To develop and deliver a continuous pathway for selected students based on a model of educational excellence in languages
- To provide selected students with the opportunity to participate in an Italian-intensive program, developing higher levels of proficiency and deeper intercultural understandings through Humanities and Italian
- To increase retention of students studying Italian to year 12
- To further raise the profile of languages locally and in the broader community. (Norwood Morialta High School 2013 Action Plan).

5.3.3 Structural considerations

The interpretation of Model 3 at Norwood Morialta High School meant that there were minimal structural considerations that impacted on the program and its implementation. There were a number of contextual factors that created a supportive culture for the program within the school, although there were some challenging issues in student recruitment in the initial stages. Each of these aspects is discussed as follows:

5.3.3.1 School culture and leadership

The Principal and the School Executive Team, together with the English/Humanities Coordinator, are firmly committed to and strongly supportive of languages education in the school. The Languages Coordinator has responsibility for the implementation of the Immersion Program. Discussions and decisions about timetable options, appropriate and sustainable staffing, curriculum development and implementation and the marketing of the program progressed collaboratively and were fully supported in the implementation of this initiative.

5.3.3.2 Staffing

In 2014 there were seven qualified staff teaching Italian across years 8-12, within a Languages faculty of 14 staff. The school appoints a Languages Coordinator to oversee the development and delivery of Languages programs across the secondary years of schooling. The teaching team for the immersion program comprised a teacher of Italian, delivering the Italian program, and a teacher of Italian and Humanities, delivering the Humanities program in Italian. The decision to adopt an immersion approach was in part a result of the expertise available within the school, as one staff member was qualified and had recent teaching experience in both Italian and Humanities. The availability of staff suitably qualified in both learning areas was a crucial factor in the effective planning and implementation phases of the project.

5.3.3.3 Timetable

In 2014 the school had a seven-line timetable with four 50-minute lessons per learning area. All year 8, 9 and 10 students had 200 minutes a week of each of Language, Mathematics, Science, English and Humanities for the whole year. Health and Physical Education, The Arts and Technology shared the other two lines of the timetable for the year.

The students participating in the new program were placed together in the same class for Humanities, Italian and Personal Learning Group (home group) for the whole year. The class has 200 minutes of Humanities and 200 minutes of Italian, with no change to the timetable structure. In order to satisfy the industrial agreement, the number of students needed to be consistent with those in the other Humanities and Personal Learning Group classes in year 8.

Because of the nature of the model and the school's decision to teach another learning area fully in the target language, the structural implications were in fact minimal. There were no particular timetable changes required and the only major consideration was to ensure that students who had been selected into the program were in the same Personal Learning group, Humanities and Italian classes. One difficulty related to time release for teachers to work collaboratively in developing the curriculum during the course of the project. However, the professional learning team developed a meeting structure that enabled the professional learning project groups to work innovatively across learning areas. This new approach provided some additional support for the team to collaborate, but the majority of the shared planning was done in release time. Although the school provided some additional release time, the majority of the planning time was funded through the project. This raises the issue of how teachers can be enabled to work in interdisciplinary ways without appropriate processes and structures in place.

5.3.3.4 Student selection and recruitment

Norwood Morialta High School students come from various primary schools and have a diverse range of linguistic and cultural backgrounds and language learning experiences, ranging from beginners to native speakers. Most of the students had experienced learning a language in primary school, including many who have studied Italian, which is offered in several feeder schools. Table 3 shows the student numbers in 2014.

Table 3: Student enrolment by language, 2014

Year	Chinese	German	Italian	Japanese	Modern Greek
8	40	28	146	47	21
9	40	33	161	53	13
10	46	42	120	36	26

Each year, approximately 50 per cent of the year 7 students choose Italian to study at year 8, where they are placed into a Beginners or Experienced class to best meet their linguistic experiences, skills and needs.

The recruitment of students to the Italian immersion program proved to be quite challenging. In the first year, there were a series of processes for recruiting students for the program. The Language Coordinator held an information session for parents and students to introduce the program intentions and outline how the school planned to implement it. The program was also promoted in the local newspaper and information was sent to prospective parents. The Languages Coordinator also liaised with teachers of Italian in the feeder primary schools in order to identify potential suitable students, particularly those who were considered to have effective study skills and aptitude. The processes and timing of student recruitment for the program are summarised in Table 4.

Table 4: Summary of recruitment processes 2014–2015

2013 Selection processes for 2014	2014 Selection processes for 2015
	<p>TERM 1</p> <p>Week 10 — Open night information and flyer for parent session provided at the Languages station.</p> <p>Applications including out of zone to be considered.</p> <p>Application forms and information provided in the Norwood Morialta High School Information Brochure.</p> <p>Advertisement placed in the Messenger press.</p> <p>Parent Information Session held.</p> <p>Information and application forms provided at the South Australian Association of Teachers of Italian (SAATI) conference.</p>
<p>TERM 2</p> <p>Week 3 — Open night information and flyer provided.</p>	<p>TERM 2</p> <p>Information provided in the enrolment packs to feeder schools.</p>
<p>TERM 3</p> <p>Week 3 — Application form together with school information package provided to year 7 students.</p> <p>Week 9 — Parent information session held.</p> <p>By October, this process yielded an Insufficient number of students to create</p>	<p>TERM 3</p> <p>Decisions made for 14 applications received. Further information sought from Year 7 teachers.</p> <p>12 students accepted according to criteria and 9 enrolled in the program for 2015.</p> <p>Parents and students notified through letters.</p>

<p>a class (18 students). The decision was made to target year 7 students who had chosen Italian for 2014.</p>	
<p>TERM 4</p> <p>Communication with primary schools through Principals regarding potential students for this program.</p> <p>Significant time spent liaising by phone with teachers of Italian, classroom teachers and through school visits. Yielded a further 9 students.</p> <p>Week 8 — Transition day. Most of the 27 students stay together.</p>	<p>TERM 4</p> <p>Process developed for identifying further students to be offered a place in the program. This process was informed by:</p> <ul style="list-style-type: none"> • student enrolment forms, which identify language to be studied in 2015 • information provided by the year 7 classroom teachers • communication with some of the teachers of Italian in the primary schools. <p>School Support Officer contacted parents of identified students, providing information about the program and offering a place in the program.</p> <p>Week 8 — Transition day. Immersion Personal Learning Group formed, with 27 students. All students together for the three lessons. Information is provided about the program in the Italian lesson.</p>

In the first year, the timing of the selection process coincided with the major workload to develop the curriculum as well as the school’s year 8 enrolment process. These activities somewhat overshadowed the immersion initiative and it was difficult to focus properly on promoting the program to parents. This proved particularly important for the program as one of the problems that the school faced in recruiting students was a lack of awareness/understanding of the educational model of teaching content through a language (Italian). Where such programs do not currently exist in South Australia, there seems to be little knowledge of what is involved or their potential advantages.

In subsequent years, the school’s selection processes were refined and more clearly targeted. For example, the information session for parents was conducted earlier in the year and held prior to the regular year 8 enrolment session and process. Liaison with the feeder primary schools was more formalised and included a student recruitment form that provided details of the students and their NAPLAN results, which were used as an indicator of literacy capability and aptitude towards study. The school support officers were well briefed in the program and as the first line of inquiry, were key in providing accurate information to prospective families. Information about the program is now part of the enrolment packages for prospective families.

The process of recruiting students for an immersion program proved to be a major undertaking in this model. In order to build its reputation as a quality and worthwhile learning experience, it was necessary to be highly proactive in educating the school community and to use a phased process of introducing the program.

5.3.4 Curriculum and assessment considerations

The curriculum and assessment work to develop an immersion program is substantial. In the case of Norwood Morialta High School, the curriculum and assessment context is shaped by three curriculum frameworks: the Australian Curriculum, the IB Middle Years Program and

the SACE. Because of the difficulty of recruiting sufficient students early in the project, a number of iterations of the teaching and learning program needed to be developed and this made substantial additional demands on the teaching staff.

5.3.4.1 Curriculum development

The amount of time, collaboration and expertise required to undertake the program development was significant from the outset during the initial planning and through the program implementation. These phases are outlined in broad terms as shown in Table 5.

Table 5: Phases of program implementation

Phase 1: Initial conceptualising and scoping of the program	<ul style="list-style-type: none"> • Undertake professional learning (with RCLC staff) related to content and integrated language learning approaches and considerations. • Identify goals, needs and approach within local context.
Phase 2: Development of a scope and sequence for the Humanities program <i>and</i> Review and modification of existing Italian language program	<ul style="list-style-type: none"> • Identify specific curricula and assessment requirements/parameters in liaison with Humanities Coordinator. • Identify aspects that could be directly supported/scaffolded through the Italian language program and revise the Italian program accordingly.
Phase 3: Development of two modules	<ul style="list-style-type: none"> • Undertake mapping of specific content, conceptual and linguistic, to be taught in two modules. • Prepare the teaching materials and assessment tasks for two modules: Medieval Europe and Geography — Mapping.
Phase 4: Implementation and evaluation of the six-week program	<ul style="list-style-type: none"> • Teach, monitor and adjust implementation (e.g. modifying materials/scaffolding). • Conduct student evaluation and focus group discussion.
Phase 5: Planning for following year (semester program)	<ul style="list-style-type: none"> • Undertake further scoping and sequencing of both the immersion Humanities and Italian language programs (with intersections) for semester 1.
Phase 6: Implementation and evaluation of semester program	<ul style="list-style-type: none"> • Teach and assess. • Monitor and formally evaluate the program (ongoing), including interviews with students and teachers (conducted by RCLC staff).

Initially, the teaching staff planned an overview of the Humanities in Italian program for one year. When it was clear that there were too few students to conduct the program in its entirety, the decision was made to move to a six-week program instead. The scope-and-sequence map now needed major revision to take into account students' prior learning in Humanities (in English) and in Italian language during semester 1 (See Table 6).

In response to the recruitment issue, the school decided to offer the program in 2015, but for one semester only, to allay any of the parents' concerns and assure them that the second semester would return to a regular (English-delivered) Humanities program. Therefore, for the final year of the project, the program needed to be redeveloped again, this time taking into account that students were new to Humanities at year 8 and some students were also

new to Italian. Table 6 shows insights into the early stages of scoping the content for the semester program in both learning areas.

Table 6: Six-week unit overview for (a) regular Italian program, and b) Humanities in Italian

a) Unit: *Scopriamo l'Italia* (Italian)

Week	Tuesday Lesson 3	Lesson 4	Thursday Lesson 3	Thursday Lesson 6
TERM 3 Week 2	La carta politica d'Italia <ul style="list-style-type: none"> • Regioni • Capitale • capoluoghi 	Language for learning activities	La Carta politica d'Italia	
Week 3	Geography Pre-test Dove si trova l'Italia?	Dove si trova l'Italia?	Dove si trova l'Italia?	La geografia d'Italia
Week 4	La geografia d'Italia	Le regioni d'Italia	Scoprire una regione	Verifica La geografia
Week 5	Scopriamo una città italiana	I numeri 0-360	Scopriamo una città italiana	Ricerca e preparate un powerpoint Scegliere una regione e capoluogo
Week 6	NO LESSONS – SUBJECT COUNSELLING		Ricerca e preparate un powerpoint Scegliere una regione e capoluogo	Ricerca e preparate un powerpoint Scegliere una regione e capoluogo
Week 7 (20 lessons)	ASSESSMENT TASK Verifica	ASSESSMENT TASK Verifica	pupil free day	
Week 8	AL BAR (new topic)			

b) Unit *La Geografia* (Humanities)

Week	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Term 3 Week 6	Map of World – continents & oceans	Cardinal points N, S, E, W.	Latitude & equator, poles, etc.	Italy in Europe & Italian geography (revision)
Week 7	Australia & Asia	Australian states & Territories	Australian landscape	Longitude & the Greenwich Meridian
Week 8	Using latitude & longitude for location	Using latitude & longitude for location	Introduction to scale	Measuring the classroom
Week 9	Using scale to measure distance on large scale and small scale maps	Introduction to legend and symbols	Legend and symbols on World, Australian and local maps	Direction and the compass
Week 10	Directions within Australia	4 figure grid references	4 figure grid references	6 figure grid references
Term 4 Week 1	Revision	La Geografia written test	Reasons for settlement of Adelaide	Revision

Table 7: Initial planning for semester program (first five weeks 2015) Humanities and Italian content: Vocabulary and language of communication

Humanities	Language for learning	Italian
<p>Week 1 and 2:</p> <ul style="list-style-type: none"> • What I know in Humanities • Classroom instructions in Italian (& Tombola) • Classroom rules in English/Italian • Introducing others (Come si chiama?) • Chi è questo?) • Ice breakers in Italian • Cardinal numbers 1 – 10 • Phrases to check understanding • Question words (Dove? Chi è?) <p>Week 3:</p> <ul style="list-style-type: none"> • Computer language: vocabulary, verbs, commands • Activities using & practising computer language (cloze activities) <p>Week 4: La Geografia dell' Australia</p> <ul style="list-style-type: none"> • Stati e territori • Capitale e capoluoghi • Montagne e fiumi • Come si chiama..... ? • Quanti stati/territori? • C'è /ci sono • Dove si trova? • (capoluoghi e monumenti) <p>Week 5:</p> <ul style="list-style-type: none"> • Dov' è l'Australia? • (vicino a) • Chi conosce i paesi dell'Asia? • (respond in English & Italian) 	<ul style="list-style-type: none"> • classroom instructions • numbers • question words • checking understanding: <ul style="list-style-type: none"> - Chi ha capito? - Hai capito? - Come si dice? - Che cosa significa? - Sì, ho capito/No, non ho capito - Hai finito? • vero / falso • c'è / ci sono 	<p>Week 1:</p> <ul style="list-style-type: none"> • Collection of information about language learning and self-rating confidence in the language learning/Italian • Self: Come ti chiami? / Come si chiama? • Get to know you activities • Months/Birthdays • Likes/dislikes • Relationships Italian/English (cognates) <p>Week 2</p> <ul style="list-style-type: none"> • Rules in Italian – activity prioritising rules • Classroom instructions • Cosa c'è nella cartella? What is in your school bag? <p>Week 3: La geografia dell'Italia</p> <ul style="list-style-type: none"> • regioni, capoluoghi, la capitale • Dove si trova... (Roma)? • (Roma si trova in Lazio) <p>Week 4: Scoprire l'Italia (discover Italy)</p> <ul style="list-style-type: none"> • the concept of symbols • legend • follow a map • follow directions • la piazza

The planning document in Table 7 shows a number of features of the approach to programming taken by the team in order to satisfy both the Humanities in Italian content and the regular Italian content. Firstly, the design moves from practical classroom language (language for learning) to Geography language (language of learning) in the Humanities in Italian component. There is evidence of parallel and overlapping planning, identifying a common core of language to be covered as well as specific language demands within each of the learning areas. The planning reflects an approach where Italian draws on the Geography-related content for language teaching; that is, an approach where the two

learning areas are not rigidly separated. In addition to the discipline-specific content and linguistic demands of both learning areas, it was crucial to consider the language required for teaching and learning in general. For example, the language of interaction, following instructions, seeking assistance and working with technology, all needed to be carefully planned prior to teaching as this represented additional content to be explicitly taught and learnt. The Italian teacher explains how she had to explicitly plan her language of instruction for the different language demands:

'I did start looking at it differently in terms of what did I need and I did do the language for learning separately. What is this activity that I am getting them to do? What am I going to say in Italian? And I was deliberate. I was deliberate in the language that I chose and made sure that I was cycling through the language for learning and then I had the language of the task and then I had some level of interactive task.'

The Italian program was used to introduce or front-end much of the language for communication as well as some language that was transferable to the learning of Humanities, such as the language for places/locations (for the settlements module). This enabled the Humanities program to focus primarily on the learning area-specific language and specialist terminology. One of the consequences of this front-ending process as reported by the teachers was that the Italian language program was 'driven' to some extent by the Humanities program, and the intercultural orientation of the Italian program was diminished in the effort to attend to Humanities content. As the Italian teacher noted:

'The intercultural aspect really only comes if we make it explicit. It would have been really easy to leave that out. If you're just backing it on what the concepts are it's a risk that you leave your program behind. So it's how you bring those two together, that's the real big challenge that I found.'

In order to teach the immersion Humanities program, it was also necessary to develop detailed teaching materials that integrated both Humanities and Italian language content. This was not a case of translating existing materials from the Italian-speaking community, as in some cases the materials simply did not exist (e.g. the Australian system of government in Italian) and the materials also needed to be relevant to the school and local context (e.g. settlements in South Australia). Funded through the Dante Alighieri Society of South Australia, the teachers worked closely with an Italian language assistant to develop Italian-specific Humanities materials and provide contemporary, authentic language content. As the assistant was also a qualified teacher, she understood the purpose and possible sources of relevant materials.

The changing nature of the program implementation each year impacted significantly on the nature of the content to be taught and learned. The changed conditions increased the workload in curriculum and program development; however, there were also some benefits to this in that teachers were able to experiment with their approach and make improvements with each iteration. For example, initially the teachers felt that Geography would be less demanding than other subjects and more suited to visual scaffolding for learners. After the six-week program, it became evident that History was more suitable in the initial stages, as much of the 'humanistic' content could draw upon personal content similar to that covered in the regular Italian program (e.g. self, family, community).

The curriculum load required regular and substantial collaboration among the teaching staff. The work was iterative, requiring ongoing planning, development, resourcing, teaching, monitoring and evaluating. Each learning area contributed differently to the shared endeavour: Humanities providing the driving force through its specific content, and Italian

front-ending the linguistic content necessary for students to both acquire and increase confidence in using the Italian required to engage with the new Humanities content.

5.3.4.2 Assessment and student learning

Immersion learning or CLIL poses a major challenge in how to assess both content and language knowledge. A number of decisions needed to be made to ensure that students could demonstrate their Humanities content knowledge without being overly dependent on their emerging Italian language proficiency. Initially, the teachers addressed this by borrowing assessments from the regular Humanities program and heavily modifying them by, for example, replacing dense text with visual prompts and reducing the amount of productive language use required (e.g. labelling, matching, ticking appropriate answers).

Figure 13 shows the kind of task and scaffolding required to support engagement with the conceptual content with minimal reliance on proficiency in the target language in the early stages of learning. The text shows how the task requires understanding of both language and concept in order to complete the matching task (Part A). Part B requires students to fill in the gap using key words to show understanding of Humanities content (with less emphasis on the language form). Part C is a vocabulary exercise that asks students to match translation equivalents.

Within an immersion approach, it is not simply a matter of taking the regular assessment of the learning area and translating it into the target language. Another strategy used by the teachers was to design their own assessment tasks, changing the response requirements, for example giving an oral presentation rather than an extended written essay. In this way, the teachers were able to capture students' learning through means that did not rely on high-level comprehension or production in the target language. Hence, it is crucial to fairness and validity in assessment that tasks are not simply translated replicas of the regular Humanities program tasks, but rather are adapted and developed in order to provide maximum opportunity for students to demonstrate their learning.

A further consideration that occurred in relation to assessment in the Humanities program at Norwood Morialta High School was the IB program assumption that students studying Humanities undertake tasks in their first language. In one case, it was necessary to apply a lower level of performance criteria for judging achievement. In another case, students were required to carry out a critical analysis that was well beyond their proficiency; hence, the task was moved to second semester, where instruction reverted to English. Overall, the set of assessments that were developed were focused primarily on eliciting students' content knowledge in Humanities, with minimal reliance on students' proficiency in the target language.

Il Sistema Feudale

A. Abbinare le frasi giuste:

I contadini coltivano anche	signore.
Le terre più fertili sono	nel punto più alto.
Il mulino è una macchina che serve	solo per il feudatario.
Il castello è	gli altri terreni del feudo.

Il mulino è del	devono pagare il signore.
I contadini per usare il mulino	per trasformare il grano in farina.

B. Inserite le parole mancante:

1. Il castello è nel più
2. Le più fertili sono solo per il
3. I contadini queste terre.
4. I contadini coltivano anche gli terreni del feudo e danno una dei prodotti al feudatario.
5. Il mulino è una che serve per il grano in
6. Il mulino è del
7. I contadini per usare il devono il signore.

C. Abbinare la traduzione giusta:

mulino	flour
castello	lands
contadino	pay
grano	mill
farina	transform
prodotti	farmer
terre	upland
collina	castle
altura	cultivate
usare	products
trasformare	grain
pagare	use
coltivare	hill

Figure 13: Initial worksheet on manorial system

5.3.4.3 Students' learning

During the course of the project, students undertook a series of assessment tasks as part of the regular learning activities within both the immersion Humanities and Italian language programs. The teachers gathered samples of students' work throughout the project, noticing gains in both Humanities content knowledge and Italian language learning. While it needs to be acknowledged that students in the immersion program were selected in part based on preparedness to learn and study skills, overall, the students showed increased achievement in Italian language and achievement similar to that of their peers in the regular Humanities program. For example, the Italian language program task shown at Figure 14 was a common task for all year 8 students. The level of comprehension of the students in the immersion program was higher than that of students in regular classes and their reading was more confident, with less reliance on dictionaries.

In relation to Humanities, the teachers reported that initially, due to the substantial vocabulary demands, students made slow progress in their learning, relying on heavily scaffolded tasks and mainly developing their receptive skills. By the end of the semester, students were showing substantial gains in their Humanities learning, applying their increased language range to new content such as shown in Figure 14, about the feudal system in Europe.

Figure 15 shows student work demonstrating the nature of learning achieved within the semester program. The sample shows knowledge of the feudal society through a series of short texts relating to practices and social contexts of feudal society. The use of diagrams to display complex information about hierarchy simplifies the linguistic demands but not the conceptual demands of the task.

Figure 14: Sample Year 8 assessment task (Italian language)

Read the attached text and answer the questions that follow in English. Non-electronic dictionaries may be used.

1. What type of text is this? Where would you most likely find this type of text? (Strand 2)
.....
2. What is the purpose of this text? (Strand 2)
.....
3. What do some tourists do at the Trevi Fountain and why? (Strand 1)
.....
4. What is the best way to see the sights of Rome? Explain with reference to the text. (Strand 1)
.....
5. 'C'è' and 'ci sono' are both used. Explain the difference in meaning and why they are used, providing an example from the text. (Strand 2)
.....
6. Why were these two photos chosen and do they support the text? Explain. (Strand 2)
.....
7. If you were to choose a photo for Florence, describe one that would best represent the information given in the text. (Strand 3)
.....
8. According to the text, which city has particularly good food? (Strand 1)
.....
9. Which city would you like to visit the most and why? Base your answer on details supplied in the text only. (Strand 3)
.....
10. Which city would you buy special jewellery? Mention an item of jewellery listed in the text. (Strand 1)
.....
11. If you wanted to encourage people to visit Italy, what additional information would you supply that has not been mentioned in the text? (Strand 3)
.....

Viaggiare in Italia: Che bello!



Ti piace visitare l'Italia? È un paese molto bello e storico. Ci sono tante cose da fare. Ci sono molte città interessanti come Roma, Venezia, Firenze, Napoli e Milano.

A Roma c'è il Colosseo, un monumento molto antico. C'è anche la Fontana di Trevi, una bellissima fontana dove i turisti gettono le monete nell'acqua. Secondo la leggenda, se getti una moneta nella fontana, torni a Roma. Altri monumenti importanti a Roma sono il Foro Romano e la Basilica di San Pietro nel Vaticano. Ci sono molti alberghi buoni a Roma e il cibo è magnifico! È molto facile visitare tutti i monumenti a Roma perché sono tutti in centro. È possibile camminare.

A Venezia, a febbraio c'è il Carnevale con costumi e maschere molto belli! Ci sono le gondole che sono molto romantiche. È possibile prendere un vaporetto per viaggiare lungo il Canale Grande o per visitare le isole di Murano, Burano e Torcello. I monumenti molto famosi a Venezia sono la Basilica di San Marco, la Piazza di San Marco, il Ponte di Rialto e il Ponte dei Sospiri. Se viaggi a Murano ci sono molti articoli di vetro. Ci sono vasi, statuette, collane, braccialetti e orecchini. Ci sono articoli costosi, ma anche articoli economici.

Firenze è molto famosa perché ci sono molti musei, chiese e gallerie importanti. Il Duomo nel centro è una chiesa molto grande, bella e colorata. Nella Galleria degli Uffizi si trovano molti quadri famosi come la Primavera da Botticelli. Nella Galleria dell'Accademia si trova la statua famosa del Davide da Michelangelo. Se ti piace fare gli acquisti, c'è il Mercato di Pelle dove i turisti comprano le borse o le giacche di pelle.

L'Italia: Che bel paese!

Gianna Belluna

Figure 15: Sample student response, the feudal system (Immersion Humanities Year 8)

IL MEDIOEVO IL SISTEMA FEUDALE

LA GERARCHIA
Il Sistema feudale è una gerarchia di persone in il medioevo. Il Sistema feudale anche rappresenta le persone e i loro doveri a terra del sovrano nel medioevo.

C'è una piramide che mostra le posizioni di persone nella medievale - le persone che hanno più potere sono al alto e meno potere in basso. In alto della piramide ci sono le persone con più potere. In questa categoria, comprende il sovrano, il re, il papa, l'imperatore e il principe. Sotto le persone più importanti del Sistema feudale sono i vassalli, che sono i conti, il marchesi, i margravi, i vescovi e gli abati. Sotto i vassalli sono i vassalli minori che includono i cavalieri e gli altri prelati minori. Poi al livello più basso ci sono gli uomini liberi che sono i preti di campagna, gli artigiani e piccoli proprietari. In questa categoria ci sono anche i contadini e gli schiavi.

Questi quattro livelli mostrano i livelli della quantità di potere ogni categoria di persone hanno. Il sovrano, il re, il principe and l'imperatore governano la terra e hanno più controllo. Il papa è il capo religioso.

Il sovrano non può controllare tutto la terra da solo. Per questo motivo, il sovrano divide il suo terreno in tanti feudi. Il sovrano assegna ogni feudo fedeli, capaci e coraggiosi vassalli o guerrieri di essere i suoi feudatari. Ma i vassalli non possono controllare tutti i loro feudi da soli. Per questo motivo, i vassalli dividono i feudi in parti più piccoli e danno questi parti ai vassalli minori. Poi i vassalli minori dividono i loro feudi in parti molto più piccole e assegnano ai vassalli. Gli uomini liberi, gli schiavi e i contadini servirono per il vassalli e il sovrano.

L'INVESTITURA DEL VASSALLO
Nel Sistema feudale, c'è una cerimonia per i vassalli. Si chiama l'investitura. Nella l'investitura, il sovrano assegna feudo per il vassallo. Per avere il feudo, il vassallo deve servire il sovrano, riscuotere le tasse per il sovrano e essere fedele al sovrano.

Il sovrano dare i simboli dei poteri, delle ricchezze e dei doveri. I simboli sono di pezzo di terra, una spiga di grano, una spada, una chiave e una bandiera. Dopo l'investitura, il vassallo può comandare durante le guerre e governano sugli abitanti del feudo. Il sovrano deve anche proteggere e difendere il vassallo.

Il vassallo giura di essere fedele, di aiutare il sovrano e di combattere i nemici del sovrano. Il vassallo giura anche che la sua famiglia e i suoi amici servono il sovrano.

LA GERARCHIA

PIU POTERE

MENO POTERE

SOVRANO

VASSALLI

- CONTI
- IL MARCHESI
- I MARGRAVI
- I VESCOVI
- GLI ABATI

VASSALLI MINORI

- I CAVALIERI
- GLI ALTRI PRELATI MINORI

-UOMINI LIBERI - I PRETI DI CAMPAGNA

- GLI ARTIGIANI
- PICCOLI PROPRIETARI

- CONTADINI

- GLI SCHIAVI

UN VILLAGGIO
Nel sistema feudale, ci sono designati aree per persone diverse. Il castello, dove il sovrano abita, è nel punto più alto - nella collina o altura. Il terreno più fertile appartiene al feudatario o il sovrano. I contadini coltivano le terre per produrre di prodotti. I contadini coltivano anche le altri terreni del feudo e danno una parte dei prodotti raccolti al feudatario.

Per trasformare grano alla farina, i contadini usano una macchina che si chiama il mulino. Il mulino è del signore. I contadini devono pagare il feudatario per usare il mulino.

The substantial integration of language and content within an immersion program presents a real challenge for assessment and judging student achievement. Assessment needs to take into account the interrelationship of language and content so that each can be valued. This issue is well recognised in the field; however, little resolution or direction is available as to how best to address it. To a large extent, the teachers at Norwood Morialta High School chose to try to treat language and content as separate, for example, assessing factual knowledge about settlements in Geography, and assessing an oral presentation about self and family in Italian. Although assessment tasks were conducted separately, the two teachers regularly discussed students' progress to ensure that their grades reflected the full picture of their learning in each subject area. Where there were any discrepancies or anomalies, the teachers discussed the work and adjusted grades accordingly. Not only did the teachers notice that the students had increased gains in Italian through the immersion program, but the students themselves commented on it and expressed their satisfaction with the immersion approach. Their comments were captured in the debriefing interviews conducted during the project, as described in the next section.

5.3.5 Evaluation

A number of processes were used to evaluate the effectiveness of the program and its impact on students' learning. These processes included written evaluations and oral interviews with the various stakeholders — students, teachers, and the Principal. A summary of each set of responses is provided below.

5.3.5.1 Students' views

The research team undertook two 'external' evaluations: one following the initial six-week program (questionnaire and one focus group) and one following the semester program (two focus groups). In both instances, students were asked a series of questions about their experiences and views.

In the evaluation immediately following the initial six-week unit, the overwhelming response from students in both the questionnaire and interview was positive. The most common response was that students felt the experience had been challenging, but this was what made it engaging and rewarding. Many students reported feeling more confident in comprehending spoken Italian in particular, and to a lesser extent, written Italian. They felt that with more time, this receptive learning would lead to increased productive language use. Areas that students identified as most challenging were unfamiliar Humanities content (e.g. latitude and longitude, coordinates and scale). On the whole, students were positive about the quality of teaching and felt that the level and nature of scaffolding had been helpful and appropriate. Some students (approximately five) felt that they could not keep up with the content demands and wanted more explanation and vocabulary support. Two students felt that the program should be made available in more schools. Comments from a range of students included:

'I think that I could understand Italian better after the unit. I think that the unit was fun. It helped me grow more confidence. It was interesting because we are learning this certain thing in Italian while others are learning it in English. It made me feel more like I was learning better.'

'I think this programme was great. It was fun but also a bit difficult and we had to work really hard to get things right. But it was good that it was hard because it made us try hard and work hard which I think is great. I learnt so many new words, terms and so much more in only 5 weeks. I never thought I'd learn this much in such a small period of time.'

'The main challenge of learning Humanities through Italian was learning coordinates because I did not really know how to do coordinates in English let alone in Italian.'

'I came into class not knowing a single thing about the Italian language so considering I have gotten generally good grades since I started this class, I believe I have improved. Doing Italian in Humanities just accelerated my knowledge of the language so far.'

The initial questionnaire findings were echoed in the focus group discussions and amplified further in the interviews with students, following the semester program. The final focus group interviews were conducted with two (positively inclined and negatively inclined) groups of five students. All of the students reported feeling overwhelmed during the initial stages of the program but they were able to adjust quickly. For example, several students expressed their experiences as follows:

'[I've learned] how to answer back to people. My nonna's always saying things to me and I'm like, 'yeah'. But when you learn how to actually construct sentences and with all these lessons in a week it was like, so good, so overwhelming at first but you sort of get used to it and you understand what the teacher is saying, it's really good.'

'It was really overwhelming for me coming in not knowing a single word and then having to start humanities in Italian as well just took it that step further, I was overwhelmed with it at first but I sort of got used to it.'

'A lot of my friends knew about it but thought why would you want to do that, isn't it hard and I guess at the start it's hard but you get used to it and it becomes normal after a while.'

'Five weeks, it wasn't even that long [for it to become normal].'

When asked about the impact on their learning outcomes in the Humanities, some students felt that they had not covered the same amount of content as their peers in the non-immersion class; nevertheless, they had learnt core concepts and in fact, some felt their learning had greater depth. As they said:

'I feel like they've done more advanced stuff than we've done in ours because obviously ours is in Italian and it has to be toned down so that we understand it more.'

'I think we have a better understanding of our subjects, only because it's broken down into smaller words because history has a lot of words in English. When you break it down I think we did understand it, even though it was in a different language.'

'I think we were pushed back from the amount of knowledge that we were given, but we still understand it more but in a way I felt like we were being taught as much information.'

'I don't really mind [less content] because we were still getting the same concepts and stuff just in a way not getting the same information. For me, I understood humanities much more because we knew it in two languages, English and Italian so when we translate it, when we're in Italian, in the middle of it all, I sort of knew words as well and when you translate it, you break it down even further and then get more out of it.'

Following the semester program, the class moved to English as the medium instruction for Humanities. Several students felt disappointed, because they had become accustomed to Italian; indeed, the approach felt normal to them. As one student said:

'I expected [the teacher] to, when she was doing the roll on the first day back, she called out my name and I said 'si' and I thought 'oh it's in English we don't really have to say it in Italian'. It was weird at first. Normally she would ask us questions in Italian but then she was all speaking in English, so I was kind of confused. Because we learnt Italian in Humanities for so long we got so used to it.'

'I sort of miss it. I sort of miss speaking Italian in Humanities because if we speak English I feel like we'll lose it.'

Students commented on the investment required for language learning and their sense of satisfaction from substantive language learning, with comments such as:

'Definitely. It makes me want to continue because I don't want it to go to waste because I've learnt quite a lot in Italian in history so I don't really want to waste it.'

'We say that we've learnt so much and we say wow this is really easy so if you can learn that much in that short period of time, imagine what you can learn in year 12.'

The sense of achievement and benefit of the program was not only expressed in terms of linguistic proficiency; some students noticed the impact on their world view and sense of identity. When asked if they would rather continue in English or Italian, students said:

'I would do it in Italian. I think because it pushed you that much further with it, and you learnt a lot more language with it as well.'

'I would because I feel like it has opened up, especially with English as well, it's just broadened the horizons. If I didn't do it at the start of the year I wouldn't have a lot of the friends that I have today. It's kind of like bringing you together. We're kind of on the same path.'

'Our PLG [Personal Learning Group/Home group] is the only PLG that hangs around together.'

'Yeah because we have English, Italian and Humanities together. It's only electives that we have separate. We're kind of bonded and we're all a lot closer and always helping each other with what needs to be done.'

The overwhelming response from students in both groups was that the program was hard but worthwhile, and many expressed interest in continuing with the immersion program. All students reported a sense that language learning requires hard work, commitment and is a long-term investment.

5.3.5.2 Teachers' views

The teachers involved in the program echoed these statements. They similarly reported that an immersion approach had required substantial additional work and made intellectual demands on them; however, they considered that this was worthwhile because the improvements in students' learning were evident. The teachers commented on the increased gains made by students in both their linguistic knowledge and their language learning strategies:

Humanities teacher: '[They have learned] to take risks. I think their pronunciation, their comprehension is much, much higher and the sense that if I say to them, to write sentences, apart from one student, they can write sentences without having to go to a dictionary. [Their writing is] Much more extensive, my Italian students normally would be writing very short sentences ... Overall it is (qualitatively different). There are still a lot of flaws and errors in it, but that is to be expected but certainly they've got some structures in place which normally you wouldn't expect them to have at year 8.'

Humanities teacher: 'My overall feeling was that they were generally very positive and engaged, I found they were self-starters too so they would get straight into, as soon as you gave them a task they would jump in and a go which was really positive, the longer they were involved, so the further we went into the course, the more confident they became, particularly with understanding classroom instruction in Italian for example. So instantly doing things and they had their own method of decoding the worksheets, that they'd work out with a partner and so forth and their speed picked up a lot too over that time.'

Italian teacher: 'The English teacher said to me in term 2, because he's got the class, there's something happening in that class, and I said, 'What is it?' and I went up there one lesson and he said, 'They're prepared to help each other. They take risks. If something was hard, they would just help each other — which is the way we set it up.'

Although the use of Italian was substantial, it was not exclusive. Both teachers commented on the invaluable role of English in scaffolding students' learning. English was used principally to explain assessment requirements or to clarify understanding where there was confusion. In addition, there were times when terminology was highly specific to the Australian context or there was no clear Italian equivalent, so English was used:

Humanities teacher: 'The main times that I used English [were] if a student felt confused about what exactly it was that they need to do, particularly with those more complex tasks which involved investigation and so forth, I would talk one to one with that student in English so I would make sure that they had understood what was required ... It might be that we deal with most of the topic, the description will be in Italian but the actual terminology, the specifics, remain in English ... I think it's not terribly useful for me to teach them those in Italian.'

A further major aspect of the immersion approach noted by both teachers was the need to invest in people. This included the students, parents and community, and each other as the immersion teaching team. One teacher commented that in the early stages of implementation, the program was highly reliant on the two teachers working together and communicating regularly:

Italian teacher: 'The first thing we learnt quickly was the importance of communication. Once we had developed the curriculum framework, communication became more fluid. That part's not hard once you've got the shared understanding.'

Furthermore, the language assistant was crucial in providing further support for gathering and developing materials and providing contemporary and specialised language content:

Italian teacher: '[The assistant was] really, really important. In the end we can check the Italian but it's great that we could check it quickly. [We] have fairly good proficiency, it's not native speaker but it's fairly good. What has been really good, because you have to develop so many resources, the assistant developed some materials, finding resources and putting it together. She's a teacher so she understood something about education as opposed to some assistants who are not teachers. I think [she was] really, really important.'

Also commented on was the need to invest in and develop effective relationships, which carried through to the students:

Italian teacher: 'We didn't know the students, so [we had to] build trust. It is different starting at the start of the year as opposed to the middle because we had to build the relationship, confidence and risk taking in the classroom. Whereas last year we had already established that part of it. In terms of Italian, I had to establish what the

students knew. I knew that two girls coming in had absolutely no Italian and then others who had done it for 8 years but what is it that they really knew? So the first 4 or 5 weeks we had developed activities that would help us to find out what the students knew.'

The need to build mutual trust is particularly important in an immersion approach because of the intense reliance on the teachers' instruction and the volume of new language input. Indeed, the teachers also noted the physical demands on students, particularly in the initial stages of the program:

Italian teacher: 'There is quite an honest and strong relationship between us because it is so reliant on having to understand that they really focus. At the beginning, those first four or five weeks it's all new to them and they really need to focus on understanding. By week 2 or 3 the Italian is really ramping up. They were so tired. By term 2 they weren't tired.'

Finally, in reflecting on the program and experience overall, the Coordinator noted the need to take a long-term view and build trust with the whole school community.

Italian teacher: 'You'd need at least three years. I think if you're realistic and you build the program slowly. It's like anything you need time so you can get the buy-in.'

5.3.5.3 School Principal's views

From the outset, the Principal was committed to an immersion program, recognising the value of the approach to students' learning and development. She reflected:

'I'm totally committed to the concept of immersion, students being able to move between two languages, move between two cultures, between two areas of learning. So that idea, that concept, that possibility is something I've been really interested in for years and years. And I'm really excited that we're able to do it.'

She also recognised that not everyone was similarly committed and that bringing the school community along with the approach was an effortful and time-consuming but crucial part of the process:

'Gaining students' and parents' trust that learning can occur in multiple ways in different languages, multiple languages has been difficult. It's not until they see the excitement of their students achievements and their students faces and hear that they are actually speaking more Italian at home spontaneously and authentically that the child itself understands, 'hey I've got something here', that the parent then has that joy. It's difficult to try and get that next wave of students so for us, that's been a difficulty finding the students, mind you I also think we could do it differently. I think we could start the process much, much earlier. I think we could be visiting our primary schools much, much earlier. I think we could get the kids to do the talking.'

Hence, investing in educating the school community about an immersion approach must be well planned and resourced, with sufficient time to establish the benefits of the program and allay concerns that students may 'miss out' on mainstream learning. Informing stakeholders of the benefits of immersion as found in other contexts and research helps increase understanding, but having students from within their own community undertake the program provides powerful experiential evidence for potential parents and students.

The Principal was in no doubt that students had made substantial gains in their learning:

'There's no equivocation about the fact that the students do achieve and in a sense these are self-selected students and they are doing well so that's a primary sort of evidence that it's a successful program.'

She also indicated that the increased gains had opened up possibilities in terms of teachers' expectations of language learning more broadly. In fact, the immersion experience had in part influenced the school's decision to provide a Stage 1 SACE Italian class in order to accelerate some year 10 students.

'I think that's a direct effect of teachers observing the skills of kids and realising that kids are more capable than just that transactional pedagogy. In a sense it heightens the capacity of teachers to be more forward looking and I think that the other part to the forward looking is about retention in year 11 and 12. So this is another way of shoring up the possibilities in the senior years and a lot of families are looking at well if our student is doing Stage 1 Italian at year 10, they can do Stage 2 at year 11, that's their fifth subject so then they can just concentrate on the four subjects in year 12. So a lot of families are thinking that way. And I'm delighted that languages is paving the way for that to happen.'

It is evident that the immersion program at Norwood Morialta High School is not just another project or model for offering a language program that remains in isolation from other aspects of the school; instead, it is embedded in a broader school culture:

'It probably also comes with the shift in the culture of the school, that learning is the target. It's about moving your school from good ... yes we are good but move it to great. Get it to the next level so with that shift teachers can see very clearly that the kids undertaking immersion are successful.'

The Principal commented also that initiatives such as this require a long-term commitment and need to evolve in ways that are sustainable and penetrate into the school ethos and culture:

'I want it to be the fabric of the school as part of what we do here at Norwood Morialta and that also requires a time commitment and a broader understanding.'

Furthermore, the Principal indicated that a great deal of expertise and resourcing is required to achieve this kind of normalising of an immersion program. She explained the need for a high degree of understanding of the concept of an immersion approach, not just by the teachers involved in implementing the program, but also by the wider staff:

'You'd have to have that staff profile. [The teacher] has lived in Italy and she has fine linguistic skills. She is a Social Studies/Humanities teacher so she really understands what's required ... I think it is understanding the concept of what we are trying to do, learning a subject through Italian, that conceptual understanding and how it might happen, so giving teachers the time to prepare material as you go along. You would need a very committed kind of Principal and campus head, AP, who is prepared to give people the time to do that and we've done that and it's not been an issue ... The time release that has been required has been much, much more than the grant could possibly give us. So we have to recognise that if we want these projects to succeed, we need to resource them adequately.'

A further resource that the Principal noted as invaluable was the external expertise provided by the RCLC team. The team provided conceptual leadership for the model, for immersion approaches and to develop the research capacity among the staff involved over the life of the project. As she noted:

'It's not so much the actual writing of the reports, but that's also a big help too, helping the teachers to process what it is that they're doing in a way that is structured, that helps them reflect on their own learning but also provides them a way of thinking for the future, having it encapsulated in that way. And I think whatever one does, one should always have a connection with the research. One should always have a connection with tertiary partners and it's an adage I use in other areas of the school and I think principals who don't do that find themselves at a disadvantage down the track because teachers just don't have the time and sometimes they lose that acumen of the research base because you're not doing it. The action research in a school is very different to the sort of research that you have a capacity for in university.'

5.3.6 Outcomes and findings

5.3.6.1 An immersion approach requires investment

Some aspects of the immersion program are particularly challenging, for example student recruitment and curriculum and materials development. Substantial time and communication are required to work with the school community, both within and beyond the school, in order to build the program reputation with key stakeholders and to generate sufficient student demand. Part of the process of setting it up for success and building a positive profile is phasing in the program. The process of recruiting students requires specific resourcing, both for the designated program coordinator and administrative staff, as liaison with feeder primary schools is crucial to identify suitable students. A substantial time investment is also required. Teaching staff need to plan and communicate about the program regularly and collaborate with others (e.g. the language assistant) to source and help develop suitable teaching materials.

5.3.6.2 An immersion approach requires curriculum and assessment expertise

Interdisciplinary work of the kind required in an immersion program requires substantial expertise from a range of participants. Teaching staff must have specific discipline knowledge and qualifications in the specific learning areas, and have in-depth curriculum and assessment knowledge in order to effectively plan the teaching and learning programs. Furthermore, the complexities of assessment within a CLIL approach remain problematic and an area for further investigation. Although some of this expertise is available in schools, the high level of research-informed expertise provided by the RCLC team proved invaluable in supporting the teachers with planning, implementing and evaluating the immersion program.

5.3.6.3 An immersion approach is hard but worthwhile

The Norwood Morialta High School immersion program required considerable time, effort and investment to develop and implement. The school leadership, teaching staff and participating students indicated that the program has been highly challenging and not without its difficulties. Importantly, students reported that they consider their language learning has been significantly advanced as a result of the more intensive program, and that their Humanities learning has not been impeded. In the main, the students were quick to adapt to the greater intensity and many described how normalised it had become for them, reporting their increased proficiency and confidence in using Italian in and beyond the classroom. Indeed, the overwhelming feedback from students in the program was that the increased demands were hard but that this challenge was actually what made it rewarding and 'fun'.

5.4 St Peter's Girls School

5.4.1 Context

St Peter's Girls School is a girls' only, metropolitan, independent school of approximately 600 students. It comprises three sub-schools; junior (early learning to year 6), middle (years 7–9) and senior (years 10–12). In addition to following the Australian Curriculum, the school recently gained accreditation to offer both the IB PYP and the IB Diploma Programme, reaffirming and strengthening its commitment to the Languages program as a central tenet of the IB program.

The school has a long-standing French and Japanese language program and has recently also introduced Chinese (Mandarin). The junior school language program has undergone recent changes, with French now being offered in R–2 (with Mandarin as an extra option during these years) and Japanese being offered in years 3–5. In year 6, students study both French and Japanese for one (50-minute) lesson a week. Students then continue into middle school with a choice of the three languages and increased time (150–170 minutes a week). It is within this program context that St Peter's Girls School applied to participate in the project.

5.4.2 Model adopted

St Peter's Girls School chose to adopt Model 1 (a lesson a day with significant content), specifically within the junior school Japanese program. The school viewed this an opportunity to substantially increase the time for Japanese from one lesson a week to one lesson a day in the junior school. This aligned with their commitment to:

... developing ways to increase the academic rigour of the language curricula in order to prepare the students for success with the IB Diploma Programme and continued high levels of achievement in the SACE. (St Peter's Girls School Application, 2013)

Furthermore, the notion of increasing time for language learning linked to the view that language learning is central to all learning and is 'a pillar of a twenty-first century education' (St Peter's Girls School Application, 2013).

5.4.3 Structural considerations

The St Peter's Girls School case study was the only one in the project focused specifically on the primary years of schooling. The aim to increase time to a lesson a day for language learning was particularly challenging because of the structures in primary schools and the interface between the mainstream classroom program and the specialist learning area program.

Typically, in primary schools, Languages is one of a small number of learning areas not offered by the classroom teacher but by a specialist teacher, while the classroom teacher has non-teaching time. The time allocated to specialist learning areas therefore tends to be directly related to the workload of the classroom teacher. Any change to the time allocation thus impacts on the duties of the classroom teacher and the curriculum time available for the 'mainstream' learning areas. Any increase in time for one learning area automatically reduces the amount of time spent elsewhere, so that when the time given to Languages increased from one to five lessons a week, the time for an additional four lessons had to be sourced from other areas.

A number of options were explored in the early stages of the project. In the first year, all year 4 students participated in the additional four lessons of the intensive Japanese program, with time taken from the mainstream program. This caused some difficulties. A small number of parents considered their children to be missing out on time that could be spent on literacy and numeracy, particularly in light of year 5 NAPLAN testing in the next year. In addition, the classroom teachers now had less time to cover their mainstream programs and had too little contact time, which had financial implications for the school.

In response to the issues, in the following year the school developed an opt-in model in which the year 5 students could choose to join the intensive Japanese program or remain in the non-intensive program, with the decision committing them to the program for the next two years (i.e. years 5 and 6). The students taking non-intensive Japanese continued to have one lesson of Japanese a week, which they shared with the intensive program students. Hence, for a single lesson, both groups of students were taught together. This arrangement meant that the classroom teachers retained a full teaching load, but still needed to alter their teaching program to provide an alternative program for the four additional lessons when half of the students were in the intensive Japanese class. During these lessons, additional literacy or social studies-type experiences were offered to the non-intensive Japanese students.

The opt-in model continued into the final year of the project, with one final alteration: the complete separation of the intensive five-lesson group and the non-intensive single lesson group. The intensive group continued to study Japanese while the non-intensive group had one lesson per week of Chinese as their second language. All Year 6 students studied French.

The class teachers developed a program for the non-intensive language students that focused on inquiry skills and cultural understandings, a buddy program with reception students and preparation for the IB Exhibition project. The class teachers felt that the non-intensive program had become a valuable alternative, offering some opportunities that complemented the kind of learning students in the intensive program were experiencing, and also provided some alternative valuable learning. Once they had developed a sense of the possibilities for the non-intensive program, their discomfort with a differentiated program was reduced. One class teacher noted:

'One of our lessons of the four, we've set up a buddy, mentoring class for both of us with the reception class and it just so happens that our numbers work so that we've got 12 each or something, 13 each for each of the receptions and it is not just a play on the playground or listen to a story, in the reception class I go to, it's often maths based or inquiry based and it's one-on-one and they are the teacher, and the reception teacher says this would take me 5 lessons to do and they've done it in one so it is a very powerful experience for both the reception child who gets a lot done and also for the year 6 girl to actually do that and they swap buddies each term. So I don't think we'd set that up when we spoke back in first term, but that was a brain wave that we had and it has been very powerful.'

Although the classroom teachers adapted somewhat to the program and their workload arrangements, their concerns about the reduced time to cover their program, particularly Mathematics and English, remained throughout the project.

Class teacher: 'The downside for us is that we've had 4 lessons that we have had to fill in with the other students and we've had to try and make that worthwhile. I think on the whole we have, but it wouldn't be something I would like to see happen every year.'

With the decision to adopt a long-term model of four lessons of Languages a week for all students, the school is considering ways to deploy the classroom teachers' time and expertise. Some of the options include class teachers covering relief lessons across the school; taking other specialist roles such as literacy support or Drama; or, as one teacher suggested, reducing her hours to reduce the need to allocate additional tasks.

Shifting the curriculum ecology in a primary school program has significant organisational consequences that impact on the timetable, staffing and workload arrangements. The school is continuing to work through the implications as they phase in the four lessons a week model from 2016.

5.4.4 Curriculum and assessment considerations

A substantive increase in time allocation for one subject impacts significantly on the nature and content of a teaching and learning program. In the case of St Peter's Girls' School, the intensive Japanese program required major curriculum development in order to attend to the changed scope and pace of teaching and learning.

5.4.4.1 Curriculum development

The curriculum development occurred within the context of the school's IB PYP and the introduction of the Australian Curriculum for Japanese, both of which promote concept-based programming and planning. Although a concept-based approach had already been adopted by the class teachers, the Japanese language teachers had found the approach difficult to apply within the limited time of the regular language program. With greater scope and time for more inquiry-based pedagogy, the Japanese teachers were able to adopt concept-based programming in such a way as to complement the class teacher's program where relevant, and also to include concepts that recognise the distinctiveness of Japanese language and culture. For example, where the IB program included the concept of 'responsibility', the Japanese team used the concept of 'responsibility within the family', focusing on the Japanese aspect of social hierarchy and respect. (See Figure 16 for further examples.) Furthermore, the Japanese teachers identified a series of concepts specific to Japanese that represent a value-added dimension to students' learning. For example, the teachers considered concepts such as *sempai/kōhai* and *uchi/soto* to be invaluable to enable students to enter into the world view of Japanese language and culture.

The move to concept-based programming required a number of RCLC team-led intensive professional learning and planning sessions. These enabled the Japanese teachers to mesh their understandings of the two curriculum frameworks and apply their understandings in developing the intensive program and relating it where meaningful to the mainstream class program. In particular, the shift from topic- to concept-based planning and programming required some dislodging of long-held communicative language teaching practices and traditions. The sessions with the RCLC team focused on the various layers of programming, from macro/long-term to micro/short-term, and with clear connections between learning intentions and assessment. In the first instance, the teachers developed a macro program overview (see Figure 16), retaining some aspects of the previous program (e.g. a short story), but substantially expanding the scope to attend to the increased time. As the teachers could assume increased learning and progression, it was important to show in the overview what knowledge could be assumed from year to year, what would be formulaic or learnt expressions, and what would be new content. After the overview had been drafted, the teachers developed a one-year program for the year 6 intensive students, paying particular attention to building conceptual as well as linguistic connections within and across modules, and connecting explicitly to the IB overarching concepts where meaningful (see Figure 17).

The one-year plan was followed by short-term programs/units of work that specified in much greater detail, the content and sequence of teaching and learning (see Appendix 4.) Because of the substantial increase in time on task, this kind of intensive, layered programming and planning was necessary in order to develop a comprehensive picture of content and of teaching, learning and assessment, which would maximise the connections across the program and provide a firm basis for developing students' learning. The teachers noted that having increased time not only allowed for increased scope and pace of learning, but also for the kind of pedagogy that promotes deeper learning, such as inquiry-based and intercultural language learning..

Furthermore, because the intensive program was for Japanese, the Language teachers had to consider changing the way students learnt. The additional time made it possible to introduce the teaching of the written scripts for Japanese (*hiragana*, *katakana* and *kanji*) that had not been taught in the regular program due to a lack of time. The ability to incorporate language awareness and explicit teaching of the writing system, as expected in the Australian Curriculum for Japanese, increased students' perceptions of the relevance of their learning (they reported feeling that they were learning the actual language) as well as increasing the scope of stimulus learning materials and the expectations of students' learning. Thus, increased time for the program necessitated an expanded scope of teaching and learning that actually reflected the specific language being taught. This resulted in an expanded pedagogical repertoire and increased expectations of students' learning.

Figure 16: Program overview

JUNIOR SCHOOL JAPANESE PROGRAMME – REGULAR CURRICULUM

(Draft 8 June, 2015)	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Concepts	<p>PLACE IN THE FAMILY</p> <ul style="list-style-type: none"> • Identity (Individual vs Group) • Family Relationships • Responsibility 	<p>PLACE IN A GROUP</p> <ul style="list-style-type: none"> • Belonging to school community • Uniformity • Relationships at School (Friends/Classmates) • Responsibility at School / Belonging in a Group (<i>Tōban</i>) <p style="text-align: center;">ROUTINE</p>	<p>PLACE IN THE WORLD</p> <ul style="list-style-type: none"> • Global Connectedness • Relationship with Nature • Courage/Resilience • The Commercial World / Transactions <p style="text-align: center;">RITUAL</p>	<p>INSTITUTIONAL RELATIONSHIPS</p> <ul style="list-style-type: none"> • Connecting and making links with Japan • Hierarchy (<i>Sempai/Kōhai</i>) • Rituals <ul style="list-style-type: none"> ○ School/home • Self as a user of Japanese
PYP Links	<ul style="list-style-type: none"> • Connection with PYP Concepts: Connection, Responsibility 	<ul style="list-style-type: none"> • Connection with PYP Concepts: Connection, Responsibility • Connection with PYP Attitudes: Cooperation, Independence • Connection with PYP Line of Inquiry: “Ways to help achieve respectful relationships” 	<ul style="list-style-type: none"> • Connection with PYP Central Idea: “Human behaviour has an impact upon aquatic ecosystems and this has consequences for our lives” • Connection with PYP Concepts: Connection, Change, Responsibility 	<ul style="list-style-type: none"> • Connection with PYP Central Idea: “Everyone has the ability, opportunity and responsibility to demonstrate leadership” • Connection with PYP Concepts: Responsibility, Perspective
Content	<ul style="list-style-type: none"> • Self-introduction • Family • Friends • Being at School 	<ul style="list-style-type: none"> • Zodiac • Daily Routine • Time • Transport 	<ul style="list-style-type: none"> • Seasons & Weather • Story of Sadako • Shopping • Story of Momotaro 	<ul style="list-style-type: none"> • Graduations in Japan • Invitations, making plans • Dining out • SRC in Japan
Cultural concepts and intercultural understandings	Self-introduction Bowing <i>Meishi</i> (name cards) Families <i>Tōban</i> School lunches (<i>kyūshoku</i> , <i>obentō</i>) Cleaning	Food etiquette Transport in Japan – types, efficiency A Japanese student’s day <i>Juku</i> (cram school)	Respect for nature, environment Religious basis for customs Seasons in Japan Haiku Sadako’s story	~はちよっと… (polite refusal) School clubs <i>Sempai/Kōhai</i> School system Ceremonies

Text types	Letter Oral presentation Labels Song	Song Play Schedule Oral presentation	Email Weather report Book review	Invitation Diary Photo story Advertisement
Assessment	<ul style="list-style-type: none"> • Self-introduction oral • Zodiac play • Letter to pen-pal • Family tree poster • Classroom labels matching • <i>Hiragana</i>/vocab tests 	<ul style="list-style-type: none"> • Daily routine wheel • Meals poster • Conversation about day • <i>Hiragana</i>/vocab tests 	<ul style="list-style-type: none"> • Haiku • Seasons poster • Weather report • Book review of Sadako's Story • <i>Hiragana</i>/vocab tests 	<ul style="list-style-type: none"> • Role play • Menu • Club advertisement • Invitation • Photo story of Year 6 • <i>Hiragana</i>/vocab tests • Report (camp and Exhibition)
Sound system	<p>Japanese vowels</p> <ul style="list-style-type: none"> • あ、い、う、え、お <p>Questions</p> <ul style="list-style-type: none"> • no inflections 		<p>Compounds</p> <ul style="list-style-type: none"> • きゃ、きゅ、きよ etc <p>Tenten/maru</p> <ul style="list-style-type: none"> • が、ぎ、ぐ、げ、ご etc 	<p>Pronunciation of particles</p> <ul style="list-style-type: none"> • は、へ、を

Grammatical structures	Sentence structures <ul style="list-style-type: none"> …は～です (A is B) 	Sentence structures <ul style="list-style-type: none"> …は～です (A is B) ～ます (will [verb]) ～ません (will not [verb]) 	Sentence structures <ul style="list-style-type: none"> …は～です (A is B) ～ます (will [verb]) ～ません (will not [verb]) ～ました (did [verb]) ～ませんでした (did not [verb]) 	Sentence Structures <ul style="list-style-type: none"> ～ましょう (let's ~) ～ませんか (won't you ~?) ～をください (please give me ~) ～にします (I'll have the ~) <p style="text-align: right;">(*learned expression)</p>
	Grammar <ul style="list-style-type: none"> ～があります・～がいます (existence - inanimate & animate) ～てください (commands in the classroom) Body Part が Adjective です (describing people and animals) 	Grammar <ul style="list-style-type: none"> ～があります・～がいます (existence - inanimate & animate) ～てください (commands in the home) ～てもいいですか (seeking permission) ～が好きです (likes) 	Grammar <ul style="list-style-type: none"> ～があります・～がいます (existence - inanimate & animate) Place に行きます (go to [place]) Verb stem に行きます (go to [verb]) ～から…まで (from ~ to ...) ～たいです (want to [verb]) ～が好きです (I like ~) 	Grammar <ul style="list-style-type: none"> ～たいです (want to) ～てもいいです (you may) (revision) ～てはだめです (must not)
	Interrogatives <ul style="list-style-type: none"> お名前は？ (name) 何才ですか。 (age) 何人家族ですか。 (family) 何人ですか。 (nationality) 	Interrogatives <ul style="list-style-type: none"> 何時に～ますか。 (What time do you...?) Meal に何を食べますか。 (What do you eat for [meal]?) Meal に何を飲みますか。 (What do you drink for [meal]?) 	Interrogatives <ul style="list-style-type: none"> いくらですか。 (How much is it?) ～がありますか (Do you have ~?) どこに行きますか。 (Where are you going?) 何がありますか。 (What is there?) 	Interrogatives <ul style="list-style-type: none"> ～に行きましょうか。 ～に行きませんか。 ～をしましょうか。 ～をしませんか。 ～は何時から何時までですか。 (What time does ~ start and finish?) どこですか。 (Where is it?)

inviting

<p>Script</p>	<p><i>Kanji</i></p> <ul style="list-style-type: none"> • Numbers: 一、二、三、四、五、六、七、八、九、十、百 • Body parts: 目、耳、口、足 • Recognition: 日、本、人、語 父、母 <p><i>Hiragana</i></p> <ul style="list-style-type: none"> • あ、え、か、く、さ、し、た、ち、な、は、ひ、ま、み、め • い、こ、す、せ、つ、と、の、ほ、り、ん 	<p><i>Kanji</i></p> <ul style="list-style-type: none"> • Time: 何、時、半 • Days: 月、火、水、木、金、土 <p><i>Hiragana</i></p> <ul style="list-style-type: none"> • う、お、き、け、そ、て、に、ぬ、ね、ふ、へ、む、も、や、ゆ、よ、ら、る、れ、ろ、わ、を 	<p><i>Kanji</i></p> <ul style="list-style-type: none"> • Shopping: 円、買、店、屋、町 • Nature: 木、山、川、花 • Recognition: 花、肉、春、夏、秋、冬 <p><i>Hiragana</i></p> <ul style="list-style-type: none"> • compound characters • <i>maru / tenten</i> 	<p><i>Kanji</i></p> <ul style="list-style-type: none"> • School: 行、学、校、女、男、子 • Recognition: 姉、兄、妹、弟 <p><i>Hiragana</i></p> <ul style="list-style-type: none"> • word and sentence consolidation • particles
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<p>Vocabulary</p>	<p>Verbs</p> <ul style="list-style-type: none"> Classroom verbs (入って、閉めて、立って、座って、聞いて、して、見て、書いて、覚えて) <p>*learned expressions</p> <p>Nouns</p> <ul style="list-style-type: none"> Family (お父さん、お母さん、お姉さん、お兄さん、妹、弟) Zodiac Animals (ねずみ、牛、とら、うさぎ、たつ、へび、馬、羊、さる、鳥、犬、いのしし、猫) Classroom objects (えんぴつ、ペン、ふでばこ、じょうぎ、ごみばこ、かみ、ノート、本、) Body parts (目、耳、口、鼻、足、手、髪の毛、あたま、かた、ひざ) <p>Adjectives</p> <ul style="list-style-type: none"> Colours (赤い、青い、黄色、茶色、黒い、白い、灰色、緑、紫、オレンジ、ピンク) Qualities (面白い、優しい、厳しい) Measurement (大きい、小さい、長い、短い) 	<p>Verbs</p> <ul style="list-style-type: none"> Daily routine (起きます、着ます、食べます、飲みます、行きます、寝ます、します) <p>Nouns</p> <ul style="list-style-type: none"> Days of the week Food (朝ご飯、昼ご飯、晩御飯、おやつ) Drink (水、お茶、紅茶、ジュース、コーラ、ミルク、コーヒー) Transport (電車、車、バス、歩いて) Time (o'clock and half-past) <p>Adjectives</p> <ul style="list-style-type: none"> Experiences (楽しい、つまらない、難しい、忙しい) 	<p>Verbs</p> <ul style="list-style-type: none"> Shopping (買います、売ります) Weather (降ります、吹きます) <p>Nouns</p> <ul style="list-style-type: none"> Places (町、店、本屋、パン屋、肉屋、花屋、八百屋、スーパー) Seasons (春、夏、秋、冬) Months Dates Planets Nature (木、山、川、花) <p>Adjectives</p> <ul style="list-style-type: none"> 高い、安い、新しい、古い (physical) 暑い、寒い、暖かい、涼しい (temperature) 晴れ、風、曇り、雨 (weather) 	<p>Verbs</p> <ul style="list-style-type: none"> Classroom verbs (立って、座って、聞いて、話して、見て、読んで、言っ、開けて、閉めて、つけて、消して、書いて) <p>*learned expressions (revision but with new grammar)</p> <ul style="list-style-type: none"> Te form 食べて、飲んで、出て、入って <p>Nouns</p> <ul style="list-style-type: none"> School events Subjects Hobbies <p>Adjectives</p> <ul style="list-style-type: none"> Tastes (おいしい、まずい、甘い、苦い、辛い、塩辛い) Negative form of い adjectives
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	<p>Numbers</p> <ul style="list-style-type: none"> • 1-10 <p>Connectives</p> <ul style="list-style-type: none"> • と (and - joining nouns) 	<p>Numbers</p> <ul style="list-style-type: none"> • Time (～時、～時半、分) <p>Connectives</p> <ul style="list-style-type: none"> • そして (and) • それから (after that) • でも (but) 	<p>Numbers</p> <ul style="list-style-type: none"> • Counters (一つ、二つ、三つ、四つ、五つ、六つ、七つ、八つ、九つ、十) <p>Connectives</p> <ul style="list-style-type: none"> • ～の前に (before) • ～の_{のち}後で (after) • 後 (later - weather) 	<p>Numbers</p> <ul style="list-style-type: none"> • Times (revision of o'clock and half past, introduction of 5 minute intervals) • Dates <p>Connectives</p> <ul style="list-style-type: none"> • だから (therefore)
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Figure 17: Year 6 Intensive Japanese program (draft May 2015)

A) Concepts travelling across and connections to the PYP concepts:

1. Self (**identity**)- friendship – family (**responsibility within family**) – routine (**responsibility**)
2. Geography (location, **place and space – Where are we in space and time?**) – regionality (**impact/influence**) - the town – my space (home)
3. Food – etiquette/ritual – invitation
4. (from term 2) Taking action – change – responsibility

B) Intercultural concepts travelling across and connections to the PYP concepts

- Comparison (between Australia and Japan/Japanese culture and ‘the West’)- long-lastingness –order - **Perspective**
- Culture - Japaneseness – **Culture** i.e. Itadakimasu – mazime - Uchi/soto- sempai/kohai

Modules	Term 1	Term 2	Term 3	Term 4
(Need to keep in mind connections to: <ul style="list-style-type: none"> • Concepts • the Australian Curriculum, textbook, IB requirements • Jap. Exchange students (interview, written texts) • The IB Exhibition, taking action task in term 3) 	Self-intro - identity Order within family Respect through gesture Dis/likes Geography of Japan - comparison (Eng/Jap script)	Friends/describing people friendship – long lasting/transience/preferences Uchi/soto/mazime What is valued in one’s character Order within family - belonging Phone numbers.	Family (own, other) Inner/outer circle (Uchi/soto) Responsibility and order within family size/traditional/extended family, absence of father PYP theme – taking action/exhibition Responsibility, reflection Culture influences values	Routine – - school (rules), hierarchy - home, my week Senior/junior (sempai/kohai)
	Food Explaining/giving opinions 1 st /3 rd person reading comp. song	Regional specialties – Geography shapes food Etiquette/ritual Eating out Itadakimasu- Presentation of food/the aesthetic	The town - place - there is/are - comparison (West/traditional) Where they live/my space My town- my situatedness in Adelaide/ Australian Culture	Reflection on year/graduation as closure and transition Invitation (culminating task)
	Adjectives Kanji San/kun Non-use of subject pronoun	Numbers. Adjective of character katakana	ACER test	Te form
Texts	Self-introduction/ Autobiography	Advertisement	Poster with captions	Photo Story Invitation

*Note: This document should be read in conjunction with the PYP Units of Inquiry Year 6 Overview (see separate pdf)

- Key: 1st brainstorm/layer (mixture of topics/grammar/tasks etc.) 2nd layer (key ideas and language) 3rd layer (identifying concepts within modules) 4th layer (identifying mega-concepts travelling across the year) 5th layer (connections to PYP concepts)

5.4.4.2 Assessment and student learning

According to the various participants in the project, increasing the number of lessons a week from one lesson to five had a substantial impact on students' learning. A number of processes were adopted to capture evidence of students' learning throughout the project. The data collected were intended to reflect the nature of students' learning relative to the program context. That is, the intention was not to draw comparisons with a control group or test against other similar programs (indeed, no other programs such as this exist). Instead, the data provided qualitative evidence of the nature of students' learning. The quality of student achievement was judged through the teachers' experiential knowledge of typical standards in the previous program conditions and through their knowledge of students' achievement across the K–12 spectrum.

Throughout the project, the Language teachers, class teachers and leadership team observed that the students had made significant gains in their learning, and also showed increased engagement and motivation:

Class teacher: 'So you can see that their knowledge has expanded exponentially ... So apart from the grammar and vocab that it has obviously helped with and the writing, their cultural knowledge has also been expanded dramatically with being able to have 5 lessons and just sort of tease that out.'

Class teacher: 'During the exhibition the Japanese girls had their work on computers that was accessible to parents that they could show, so we had that as part of our exhibition. They also made scrolls. That was also part of it which we had on display. So [the teachers of Japanese] had tied in particular aspects of the Japanese to our inquiry which was about how people can take action to help others. So there was certainly a link there and I would say a much stronger link and nothing against the French teacher but perhaps a much stronger link than came through French. The French did not seem perhaps as authentic as the Japanese.'

Class teacher: 'Because 1 lesson a week for anything, be it a language, science, RE, anything, is more than tokenistic but it is just a little exposure, whereas 5 lessons a week allows for that more in-depth, genuine learning.'

PYP Coordinator: 'I think that the program has certainly allowed for those girls to have the time to develop intercultural understandings at a much deeper level and if we think about the fact that they've moved beyond the festivals and folklores type understanding and they've gone deeper into the nuanced understandings and we've had conversations about religion and those sorts of things.'

The teachers and PYP Coordinator reported that students were not only performing at higher levels in their assessment tasks but that they were also using more Japanese in their informal interactions outside of class (e.g. in the playground, at home).

PYP Coordinator: 'I've talked a lot with these guys about the progress that the students have made. And the girls do talk about it a lot. One little incidental thing is that I run a yard duty in the library at lunch time and often those girls will come in and talk Japanese to one another at lunch times.'

Class teacher: 'My observations are that the Japanese girls love it.'

Alongside the teaching and learning programs, the teachers of Japanese developed an assessment scheme to capture students' learning during the project. In the final year, as the intensive program was implemented fully, a greater focus was made on assessment. With

facilitation from the RCLC team, the teachers developed a scheme that took account of students' learning from a developmental and summative perspective, taking into account in the program both assessment *for* learning and assessment *of* learning. This process enabled the teachers to focus on the issues of sufficiency of learning and assessment. They felt the need to design a range of assessment tasks that would more effectively capture a broader range of learning, such as the metalinguistic awareness and intercultural reflection made possible in the intensive program. These included communication-oriented tasks (Example 1), text analysis tasks (Example 2) and reflection tasks (Example 3). Examples 1 to 3 show the expectations of the task, student response(s), and the teacher's observations about what was significant in terms of students' learning.

Example 1: Writing about a friend

My Japanese Friend Writing Task

Timing

This task was done in March, 2015, when the students had had approximately 19 months of Intensive Japanese lessons.

The task

We currently have 8 Japanese short-term exchange students attending our school. We invited them into our Intensive Japanese classroom and the students interviewed our Japanese guests in Japanese to ask them about their families, their age and their likes.

The next lesson, as a follow-up activity, we had the girls write a paragraph about the student they interviewed in *hiragana*. All previous tasks had been based around the students themselves and writing in the first person, so this was one step further.

The language

For their paragraph, the students had to write their interviewee's name, age and family members and then mention a food, sport or activity and an animal they liked, with a supporting adjective to explain why (e.g. 'Momo likes peaches. Peaches are delicious.')

Teacher support

All the language required to write the paragraph had been covered in class and practised in other activities and worksheets. In addition, the students were given an exemplar to refer to, although the stronger students did not need this. The students all did a draft copy that was checked by a teacher before writing the good copy in their book.

The student

The student is one of the higher performing students in the class. She started at the beginning of Year 5 so did not have the initial six months of intensive lessons. She works hard but she does not always grasp language immediately so it was pleasing to see how much she was able to write. Her draft had almost no errors and she did not require teacher assistance, although she referred to her notes from class. As indicated by the ticks, her good copy has no errors.



Notes

This student has used both *hiragana* and *kanji*. She has written in the Japanese style, leaving no spaces and has used the squared paper correctly. Her characters are very well formed.

Teacher reflection

This was the first real chance for the students to write about a topic other than themselves. They had learned all of these sentence patterns when doing self-introductions, but had not ever talked about someone else. This task engaged the students because they used Japanese in a real-life situation to talk to Japanese students roughly their own age. This was very exciting! We didn't actually tell them they would be doing a writing piece afterwards; we simply told them to ask as many questions as they could think of in Japanese and then record the answers. We did not stipulate whether the notes needed to be in Japanese or in English.

There was a range of teacher support. They were allowed access to their notes about sentence patterns, although the more able students did not use these. Some of the weaker students also needed to use their *hiragana* charts to complete the task. All students had their work checked by a teacher before they wrote their good copy.

How much they wrote depended on how many questions they had asked in the first place. Some students had only asked basic details such as name, age, family members etc., but some had also asked their Japanese partner what they liked so were able to talk about their hobbies in the paragraph. This in turn led to more learning as the Australian girls did not always understand the hobbies in Japanese.

All in all, it was a fun task for the students and was also meaningful as it involved using Japanese to talk to Japanese people.

Example 2: Analysing a text

Reading Comprehension

Timing

This task was done in April, 2015, early in Term 2. The students had been having Intensive Japanese lessons for approximately 21 months (15 months in the case of those that started in Year 5).

The task

Each student was given a sheet with a menu written in Japanese. All of the dishes were ones we had looked at in class but the students had not been required to memorise them so there was a range in the degree of familiarity of the dishes.

The task required the students to locate specific information from the text and answer the questions in English.

Teacher support

There was no teacher support, as the aim of the task was to ascertain how well the students could sift through Japanese text to find the information they required.

The student

The student whose work is below is in the top third of the class. When she is focussed she does very well and is able to pick up new language fairly quickly. She is also quite adept at making connections between English and Japanese and also good at correctly guessing meaning of language she has not previously encountered.

She is a student who started at the beginning of Year 5 so did not have the initial six months of intensive lessons. As stated above, she was given no support; the answers are all what she managed to comprehend from the passage.

Note

These characters, 一本, mean 'one stick'. The students have not been taught this but they do know that '一' means 'one' so the question about the cost of two sticks of chicken skewers relied on the students deducing that one stick cost 300 yen. Most of the students were able to guess this, although a few simply wrote 300 yen as the cost for two skewers.

Menu Questions

ごはん	とんかつ	すきやき	さしみ	みそしる	てりやきビーフ	やきとり一本	てんぷらうどん	 おばんざい
・	・	・	・	・	・	・	・	
・	・	・	・	・	・	・	・	
・	・	・	・	・	・	・	・	
・	・	・	・	・	・	・	・	
・	・	・	・	・	・	・	・	
・	・	・	・	・	・	・	・	
・	・	・	・	・	・	・	・	
・	・	・	・	・	・	・	・	
・	・	・	・	・	・	・	・	
二百円	七百元	八百元	四百円	五百円	六百元	三百円	七百元	

- How much does the soup cost? 500 yen ✓
- How much do two sticks of chicken skewers cost? 600 yen ✓
- Which dish is not cooked? Sashimi ✓
- What is the cheapest item on the menu? rice ✓
- Which dish has beef in it? Sukiyaki ✓ Ex all over!

Teacher notes and reflection

This appears to be a simple task at first glance, but very little of the required information is simply written in the text. Here is a breakdown of the requirements for each question:

1. To determine the cost of the soup, the students need to have remembered that *miso shiru* is a type of Japanese soup. Of course, they also need to be able to read it in *hiragana* but the whole class is relatively fluent in *hiragana* by now, especially reading.
2. As mentioned overleaf, the menu stated the price for one chicken skewer and the students needed to double it to get the price for two skewers.
3. To know what dish is not cooked, they needed to remember 'sashimi'.
4. This question simply required the students to be able to read the prices in *kanji* and determine which was the lowest.
5. We had learned the word for 'beef' and the students had been taught that it is written in *katakana* as it is a foreign food. Even if they could not remember how to write 'beef', they should have been able to recognise that the teriyaki dish had a *katakana* word in it.

As an aside, this was also the first time the students have been asked to read Japanese down the page and a small number of them found this a little challenging.

This was quite a good task. It did not take long and it assessed a number of deduction skills as well as actual vocabulary knowledge. The menu was then used as an example when the students designed and produced their own Japanese menu.

Example 3: Reflecting on a concept

Reflection: Family

We spent quite a lot of time discussing the fact that in Japanese there are different words for talking about your own family members and talking about members of other people's families. We discussed the idea of *uchi* and *soto* but it was evident from the reflection that many students did not fully comprehend this.

Here is a summary of the answers the students gave on their Reflection sheets.

In Japanese we use different names for older brother/younger brother and older sister/younger sister. Explain why this is the case.

Most students were able to write that this was due to the fact that Japanese differentiate by age to show respect. A few students wrote that it was because there was no generic word for 'brother' or 'sister'.

What is the word for your own mother? What is the word you use for someone else's mother? Why are there two different words?

Almost all the students wrote the words correctly and most of them used both *hiragana* and *kanji*. The explanations tended to be a little vague but most mentioned respect. No one actually talked about the inner circle and outer circle, even though we had spent a fair bit of time discussing it so maybe this concept went over their heads. We will revisit it next year in Year 7.

If you were talking to your Mum in Japanese, how would you address her (what would you call her)? Why?

We had not discussed this in class at all. Most students wrote that you would call her 'haha' as this is the term used to talk about your own mother. Only a few students correctly wrote that you would address her as 'okaasan' and of those, only one or two explained that it was to show respect.

Can you think of any other differences between Japanese families and Australian families? Explain as best you can.

A number of students left this question blank. Some talked about the fact that in Australia we use names to address our siblings, whereas in Japan older siblings are often called by their title (e.g. 'older sister') rather than their name. A few students erroneously wrote that this was the case for younger siblings.

The evidence from the work samples indicates that students in the intensive program made significant gains not only in their language use, but also in their understanding of language and culture. The additional time enabled the teachers to employ assessment processes that were more open and wide-ranging in capturing the scope of students' learning. The students also recognised the gains they had made, as evidenced in the following observations about their experience of the program:

'I think it is a great idea. Even though it sounds hard, when you keep coming back to the words you remember them and learn them more.'

'I love learning Japanese every day. We've learnt so much more that we did when we only had one lesson a week.'

'I like learning Japanese but every day is a bit much. If we learned it every second day it would be a lot more enjoyable.'

'[My progress in Japanese this year has been] Excellent: Because I know I can read Japanese and that's amazing and I used to think Japanese characters were just scribbles.'

5.4.5 Evaluation

5.4.5.1 Teachers' views

Teachers of Japanese

From the perspective of the teachers of Japanese, the most outstanding impact of the project and the intensive language program was the expanded opportunity for teaching and learning, and the increased gains made by students, in language use and also, more broadly, in positive engagement with their learning. As the Languages Coordinator noted, her own expectations of language learning in a primary school program were challenged and changed:

'One of the things I've learnt from these girls is to expect more. Particularly in one lesson a week, you have this mindset of this is all I'm going to get done. What they got done today, they only started yesterday. One of the girls came in and she used Google Translate to find out how to say 'How were your holidays?' ... And after a little bit of discussion they worked out it was past tense. So then we got really excited. That is something we do in about year 9 but these girls just embrace stuff and they want to be able to say things that they want to say.'

The move towards increased time for the program meant a shift in the teachers' mindset about the scope and pitch of learning, and they felt a greater potential to respond to students' interests and desire to communicate their own meanings:

'They want to be able to say real things, and I've learnt to get out of my head that this is too hard for them and just teach them stuff ... So I've learnt through this to expect more and I think that is rolled into the language policy in that we are expecting more of the school as well to allow us to do more language so I think if we had not done the intensive program we would not have asked for 4 lessons a week next year.'

'I think it is a mix of things, they are younger so they haven't yet learnt that it can be hard, it's partly because they are using the language to actually communicate, they are asking to go to the toilet, they are asking to eat, they are asking if they can play a game in Japanese, they comment on things in Japanese so they are using it for a real

purpose so that keeps them engaged and they don't see something as difficult because they want to learn how to say it.'

Class teachers

Although there were clear gains in students' Japanese language learning, the dominant response from the class teachers overall was their continued reservations about the additional time being 'taken' from their class programs. Their concerns about time also related to the impact on their workload and the need to 'fill' their time with alternative tasks. This was particularly evident in the concerns they expressed about the 'new' four lessons a week model that the school was about to adopt:

'But of course the implications of that for teachers, they are going to give us ... for example in year 6 at the moment we have French and Japanese as normal non-contact time and then there's going to be 2 more lessons, so there's going to be an extra 2 lessons a week, 4 lessons a cycle for the year 6 teacher and they're not going to say, go for it. You can have 4 lessons off'. So it is still under discussion how teachers will be utilised in that respect.'

'Some teachers have been approached to teach within the middle school ... one will be teaching Drama, one is going to be teaching dance and of course the implications for those 2 teachers is that it will be a semester cycle, so they'll teach the same content 4 times but it doesn't just mean curriculum, they've got to write reports, all that sort of thing. So one of the discussion points that came up was that it wasn't equitable and then the reply to that was, 'well teaching isn't equitable' ... So teaching is never equitable, whatever you do so I think that whole idea, it's not fair kind of got ... of course it's not fair but what we do now is not particularly fair either.'

'And that's [taking relief lessons] not really utilising our skills, it's not babysitting but it is glorified babysitting.'

'Well you can see that those teachers are going to be teaching 6 lessons a cycle, 3 lessons a week on top of their classroom teaching and it's not like ok it is a middle school model but at the same time those teachers who are going up to teach, they don't just teach English, let's just say if you take our middle school teacher would teach English and maybe History and they might be a home group teacher. But a junior school teacher of Maths, teaches English, teaches grammar, teaches inquiry, teaches everything and then this. So there's this ecology of, oh that's what the middle school teachers do, but they don't have 24 students in the class and teach 7 subjects.'

The teachers recognised the value of the increased time for Languages as part of the school's commitment to the IB program and the school's profile and reputation within the community:

'It's to do with the IB. We are an IB school, it means by the time they get to year 11, their language will be, one would hope, at a higher level than it currently is, so that is a real plus. And given that we've got our accreditation next year it is a big tick for us.'

'I know the school has done it as a point of distinction from the other three independent girls' schools.'

Although these benefits were acknowledged, the teachers had reservations about the amount of time allocated to the Languages program and whether or not it would meet the needs of a broader range of students:

'One lesson a week to four lessons of one language has gone ahead in leaps and bounds. I suppose in an ideal world, it would have been nice to see them have done three lessons rather than four, I think they've gone from one extreme to the other.'

'I agree with that, three would have been fine.'

'Something that I can see that may happen, it will depend on the teacher is that our girls who are not interested in language, because the Japanese girls in this program are but for a normal class to have four lessons a week in a language could turn them off. They could get bored and not want to do it.'

These concerns were not shared by the leadership team, who saw value in students having closer ties with their Language teachers as well as the class teacher.

5.4.5.2 School leaders' views

In the main, across the three years of the project, the response from the school leadership team to the intensive program was 'incredibly supportive' (Director of Studies). In response to concerns about loss of time for the mainstream program, the PYP Coordinator said:

'... a lot of what we do in those units we just have to keep evaluating if it is an essential thing. Sometimes we plan things because they are nice to do. They still fit nicely within the unit and they are a nice experience for the children but the pay off there is you have to look at what you want to achieve: what is the essential understanding and how you're going to get there. And sometimes we do that in a way that takes three lessons because we make it look fantastic and we do it a way that takes longer but we could actually develop that essential understanding in one lesson but do it in a less fancy way.'

'The mission of the IB is all about bringing in intercultural understanding and that's happening beautifully through the program and if you really look at those inquiries and pick out those essential elements you can cover it. Through that you really do develop your skills as a teacher. I've got to get this information across. This is where we are heading. This is what I need them to find out. This is the way I'll do it. And that's also developing the skills in the students I think too, about using their time effectively. Particularly when things are quite open ended, kids can puddle around a bit so it's really being explicit. Often people think inquiry is a bit loose and we just say go and find out about that but it is really about developing those skills so that it can be very directed and targeted.'

The perspective of the school leadership team was significant in supporting the intensive program and in adopting the new model of four lessons a week. Their school-wide perspective on curriculum and teacher workloads was essential in making the program workable. The team felt that the previous language program of one lesson a week was not sufficient and they encouraged creative problem-solving in order to accommodate increased time for language learning:

Director of Studies: *'For a long time we've known in the primary school that there has never been enough time on task. You really can't make any sensible progression with one lesson a week or even two it was going to be problematic, it was still tokenistic.'*

PYP Coordinator: *'We just have to be more creative in how we use our time.'*

Director of Studies: *'What we've tried to do is look at their [the class teachers'] skills. It is not settled as yet, we're trying to capitalise on their strengths and utilise them'*

across the school. But the other thing too is flexibility. They will have to be incredibly flexible.'

During the period of the project, a new Principal was appointed and this presented an opportunity for the Board and leadership team to reflect on the school's plan and set new goals. The Principal invited proposals for innovation that would contribute to a renewed school plan. This was opportune for the Languages model and the argument was framed primarily as one about cognitive advantage and quality student learning:

Director of Studies: '[The Principal] had reviewed the last [school plan] and decided to cut that short because she's new and she wants to have her vision and the school's vision. It has to fit in with the school's master plan ... She sees the cognitive benefit [of language learning]. She sees that. She's a mathematician and she understands that relationship between language and mathematics. [Her view is] if you're going to do something, do it well. If we are going to do International students, then we do it properly, otherwise we just don't bother with it at all.'

Director of Studies: 'The feedback [from the leadership team] was really strong and they were in agreement that we could actually increase the time, because we really looked at the cognitive benefits more than anything. And I think that's what was perhaps the deal clincher, just relying on the cognitive benefits of language learning because we are certainly an academic school and I think that apart from all the other reasons we know why it's good to learn languages, that was the foundation stone of our proposal.'

Director of Studies: I always say it is really important for a girls' school to be a really strong Science and Maths school because I think language follows with that and if I would just talk about the need to be a strong language school, to be a language focus school, I think I would get nowhere. But really talking about the sciences and mathematics because girls are expected to be good at English and Humanities and sort of languages too, that's kind of the Australian expectation. For a girls' school our strength has to be when we think of science and maths, I say that I want us to think of Saints Girls, and because languages fit very nicely in that.'

5.4.6 Outcomes and findings

5.4.6.1 Language learning is 21st century learning

From the initial discussions with the leadership team at St Peters' Girls' School it was evident that the teachers and senior leaders appreciated the value of language learning for the development of all learners in preparing them for the future. In particular, the benefits of language learning for cognitive flexibility and intercultural understanding were considered integral to developing internationally minded students and were fundamental factors in the school's senior leadership and the Board's acceptance of the proposal to increase time for Languages permanently. The alignment between the school's values, curriculum frameworks and leadership provided the fertile ground necessary for innovation of the kind required to bring about change in program conditions and student learning.

5.4.6.2 Curriculum as time

The lesson a day model presented a number of structural and cultural challenges for the school. Increasing time necessarily impacts on other areas of the curriculum and it is necessary to determine how to best organise the curriculum in order to maximise teaching and learning for everyone. Across the three years, there a number of iterations to determine how the program could be accommodated within the overall curriculum ecology of the school

while continuing to address the different stakeholders' views and interests. The program was initially adopted for all students, then on an opt-in basis. Now, the new model will be for all students and phased in from the early years program. The new pattern in 2016 is as follows:

Reception, 1, 2, 3	2 lessons per week for French or Chinese
4, 5	4 lessons per week of Japanese
6	4 lessons per week of Japanese or French

The school hopes to extend the four lessons per week model to lower levels of the Junior School in the future.

Each of the models had consequences for time allocations and workloads that needed to be managed by the school. The role of the leadership team was pivotal in taking a whole-school perspective and enabling innovation that took into account both student learning and the structures that would best support it.

In primary schools, the Languages learning area is typically viewed as a specialist area. Although its value may be recognised, it is also often perceived as separate from and additional to the mainstream program. Therefore, the time required for Languages is often seen as optional and any increase to it is viewed as a loss for the mainstream, 'more important' learning. The project experience, including the development of a concept-based program in Japanese, indicated that Languages can make a valuable contribution to students' learning, both in its own right and in complementing the mainstream program. Closer collaboration between the mainstream and Language teachers is not readily facilitated in primary schools; however, it could help allay concerns among some that increased time for language learning takes time from more valuable areas.

5.4.6.3 Increased time leads to increased expectations

Increasing time for the language program at St Peters' Girls' School has highlighted the interconnection between curriculum time and possibilities for teaching and learning. As a result of this model, for the first time in the primary Japanese program, the teachers were able to teach the Japanese language writing systems explicitly, as well as developing students' intercultural understanding through greater attention to the relationship between language and culture. The teachers were able to adopt more contemporary pedagogy and more engaging forms of language learning. Significantly, they felt that they were licensed to demand more of their students and their students responded by demanding more also, asking many more questions and taking their learning beyond the language classroom.

6. Overall summary and findings

The overarching finding of the project is that the three models of provision, with an increase in time or continuity in learning languages, lead to improvements in learning. The following section discusses further common themes, some of which have continued to remain significant from the first years of the project, and others that emerged during the subsequent year. The themes developed from the perspective of the RCLC team, who worked with each of the schools and models. Each of the themes will be discussed with reference to its relevance for each case study.

6.1 Structures

The study showed that structures have a significant impact on the ways that schools work, on how learning is organised and ultimately, on what it is possible to do in schools.

One of the most influential structures in schools is the timetable. Timetabling issues created difficulties for most of the models investigated. Timetabling, or more specifically, the software used for timetabling and the ways it is used, have a significant influence on the ways that schools work. The timetabling software provides a rigid framing of students' and teachers' time at school, and innovations that do not fit with this rigidity are difficult to implement because of the time and effort needed to overcome the problems provided by the software.

The structuring of teaching into content area groups in secondary schools, or into classroom and specialist teachers in primary schools, affects the schools' ways of working. These divisions mean that various activities of teachers, from planning through to reporting, tend to be done in isolation. This means that it is the teachers' structuring that provides the central focus for educational decision-making, not students' and their learning, as there is little sharing of thinking about learning across organisational barriers. Teachers who teach the same students have few opportunities, especially formal, scheduled opportunities, to plan, discuss or evaluate students' learning in a holistic way.

In contexts of transition, the ways that clusters are structured impact on how transition itself happens. Schools tend to work in isolation from each other and so there is little transfer of knowledge about learning between schools when students move from one school to another. Moreover, teachers at the various schools in a cluster seem to have few opportunities to understand what other teachers are doing, and so secondary school teachers have little knowledge about what their learners do or did in primary school and primary school teachers have little idea of what will be expected of their learners when they reach secondary school. Collaborative structures within clusters seem to exist only at the level of school leaders and focus more on structural issues relating to clusters, rather than on students' learning.

6.2 Curriculum design and development

From the outset, the design of the project recognised that maximising intensity in language learning would necessarily have consequences for curriculum. This is because time on task is one of the major factors that influence language learning. More time on task means (all other individual factors being equal) more curriculum time for learning and it is anticipated that there will be more student learning. It was recognised that, with the lesson a day model, there would be not only more time, but also greater frequency/regularity of participation, both of which would have implications for curriculum and program design. With the 'bilingual' model, which has become a learning area offered in the language being learnt, it was recognised that curriculum changes would be needed to be developed for two learning areas:

the Humanities curricula, to make it appropriate to education in Australia to be offered in the target language; and the target language curriculum, to support the learning of another learning area through the target language. With the transition model in Mount Gambier, it was recognised from the outset that transition is not only a structural and organisational matter, but fundamentally, it is about enhancing continuity in learning from primary to secondary levels of schooling, both within the K–12 school and across the cluster (two feeder primary schools and the high school), and that this implies a clear understanding of the scope of the curriculum.

The schools involved in the project were aware of the curriculum development requirements but underestimated the *curriculum development load* that became necessary in practice. The project coincided with the development of the Australian Curriculum for Languages, which has meant that at least some consideration has had to be given to the implementation of the national curriculum for Languages. In this context it must be acknowledged that there has been and remains a double curriculum redevelopment task:

- To redevelop the curricula as a result of more time on task and/or continuity in language learning
- To redevelop the curriculum to enact the new Australian Curriculum for Languages.

The nature of the curriculum redevelopment was different in each case. At Norwood Morialta High School and Modbury High School, the challenges have included:

- the development of curricula in *Italian* (at Norwood Morialta High School) and in *German* and *Japanese* (at Modbury High School), for teaching the Humanities course at Norwood Morialta High School and a lesson of History/Geography at Modbury High School, in line with curricula for these learning areas
- the redevelopment of the regular Languages programs to take into account issues about the nature of the language needed to teach new concepts and processes of the learning area in the target language, the pacing of the learning, the adjustment that has been necessary in relation to other goals of language learning (e.g. cultural/intercultural goals), and the integration of language and content
- the need to consider curriculum coherence in the scope and sequence for both the language and learning areas (e.g. History, Geography)
- the need for cross-curricular collaboration for planning across Languages and the Humanities (History/Geography) and the absence of planning time in the regular program of school activities
- managing the developmental load.

At St Peter's Girls' School, the curriculum activity involved the redevelopment of the curriculum for the Year 5 intensive class (a lesson a day) in the context of the implementation of the Australian Curriculum and the need to move towards concept-based planning in line with the whole-school approach to curriculum design, in line with the IB Middle Years Programme curriculum. This was done in the absence of any frame of reference or existing examples for the scope of learning that might be accomplished in the shift from one to five lessons of Japanese a week. In this context the challenges have included:

- understanding the notion of 'curriculum scope and sequence'
- mapping the curriculum for the year 5 intensive class, which also necessitated redeveloping the regular Japanese program for K–6, based on one lesson a week

- developing an understanding of the nature of the change in language learning that becomes possible with one lesson a day; notably, the introduction of the teaching of *hiragana*, *katakana* and *kanji* (not taught in the regular program)
- developing teacher understanding of concept-based planning and conceptual learning that fits with the whole-school approach, and at the same time, doing justice to the concepts and processes needed for language learning
- managing the developmental load.

In the Mount Gambier cluster the challenges have been:

- understanding that transition is, in fact, a learning and therefore a curriculum issue, in a context where it had been primarily understood as a structural/organisational matter
- understanding the notion of curriculum scope and sequence in a context where teachers normally build the curriculum up in a grounded way, lesson by lesson, and when the curriculum overview often consists of a list of unit topics, and recognising the limits of such a listing approach
- understanding curriculum scope in relation to the key curriculum design concepts and processes of the Australian Curriculum
- navigating different cultures of learning and curriculum planning at primary and secondary phases of schooling and different cultures of planning adopted by different teachers
- recognising that, in considering transition and continuity from a learning perspective, a higher level of learning can be assumed and this influences the level at which the language learning as a whole is pitched.

In all cases, the cluster of curriculum redevelopment issues have been particularly intricate. Although the school leadership in each of the case studies has been and is strongly supportive of the project, there are limits to support and available to provide specialised expertise needed for designing curricula for Languages in the contemporary environment and for the implementation of these particular models for learning. There are also apparent limits in the time that the school leadership is able to devote to curriculum redesign in the context of overly busy school life.

A final issue is that, in 2014 in the Maximising Intensity and Continuity in Language Learning project, much of the work of the RCLC members was focused on facilitating the redesign of curricula with the groups. An unanticipated aspect that has been particularly complex is the notion of curriculum scope and sequence. Current practice in this area needs substantial renewal. Much work is also involved in the enactment of teaching, learning and assessing the curriculum.

6.3 Assessment

From the outset it was understood that assessment served a dual purpose in the project. Firstly, assessment is an integral part of curriculum development and learning. Thus, the curriculum redevelopment work in each of the case studies also required redevelopment of the assessment scheme, in relation to assessment both *for* and *of* learning. Secondly, as the project was also a research study that examined the value of additional time on task in language learning through three models of provision, assessment was an essential part of the data gathering in each of the case studies.

The focus on assessment in each of the case studies was different and presented different kinds of challenges. One observation that is worth highlighting is that the focus of assessment in most cases was on short-term episodic assessment, rather than on long-term developmental learning.

In the Norwood Morialta case study, assessment tasks were developed that were based on tasks used to assess Geography, with adaptations to take into consideration the linguistic capabilities of the students. The tasks were designed to elicit the same knowledge but in less complex ways linguistically. Students completed a pre-test (in English) to assess their existing Geography knowledge. This was used to guide the content to be taught. They also completed a summative test in Italian, focused largely on comprehension and factual knowledge. This gave important feedback about areas of knowledge that had not been well understood and the aspects of Italian that needed further development. From a learning perspective it raised issues about:

- assessing the additional kinds of language introduced in the Italian program to support students in learning the content and processes of the Humanities
- assessing the integration of language and content in the learning of Italian.

From a research perspective it was important to:

- develop ways of assessing the integration of language and content
- gather data to establish the impact of teaching Humanities in Italian.

First and foremost, it must be highlighted that assessment remains a fragile area in the implementation of CLIL programs in diverse contexts. Some experimentation was undertaken in developing assessment procedures, because it is not viable to translate existing assessment tasks designed to assess the Humanities into Italian. The linguistic demands need to be considered in relation to the content of texts and tasks that form the assessment procedure. It is also important that both content and language are held in play in judging students' performance. Further experimentation will need to be undertaken in this area.

In the Modbury case study, assessment was included in the units of work taught in History and Geography in German and Japanese. Assessment tasks were developed specifically for the German or Japanese components and were designed to elicit knowledge of the material taught and students' ability to express that knowledge in German or Japanese. The results for these assessment tasks were included in grades for the school reports for both Humanities and Languages. The key challenge facing the teachers was how to assess both language and content, and ways to evaluate responses that were appropriate in terms of content but problematic in terms of language. From a learning perspective, it raised issues about assessing the integration of language and content in learning in the context of a lesson a day.

From a research perspective it was important to:

- develop ways of assessing the integration of language and content
- gather data that established the impact of teaching Languages 'a lesson a day', with the addition of significant content from History/Geography.

Despite substantial highly valuable experimentation, issues remain about how to design tasks that do justice to both the learning of History and Geography and the particular

language. The experimentation was useful in bringing to light the complex issues that need to be addressed.

In the St Peter's Girls' School case study, some evidence of learning was captured through the assessment process. The evidence gathered suggests that a lesson a day makes an important difference. Further, work needs to be undertaken in assessment in order to align the assessment to the expanded scope of learning afforded by a lesson a day of Japanese language learning. Though perhaps difficult to quantify within a long-term perspective, there was no doubt that a lesson a day enhanced students' learning achievements in Japanese. Equally, there is no doubt that this led to a major change in teacher expectations about assessment and student achievement. It was the changed expectations developed through teaching learning and assessing of students that had the greatest impact on both student learning and assessment.

From a research perspective it was important to gather data that established the comparative impact of learning Japanese for a lesson a day to the regular program of one lesson a week.

In the Mount Gambier cluster the focus was on establishing the scope and sequence of the curriculum year by year for the K–9 sequence; the assessment *for* and *of* learning dimension of this work in the context of learning and assessment remains to be developed. An important issue in this case study was to capture continuity through the lens of assessment. As the scope-and-sequence statements were implemented, teachers needed to develop assessment schemes that would focus not only on day-by-day assessment procedures, but on procedures that would capture continuity in learning. From a research point of view, some experimentation was undertaken in 2014 and 2015, with marked results. All participating teachers across the cluster agreed to give a common assessment task to all students at Grades 6–8. In 2014 the task was to write a self-description in Italian, and in 2015, to respond to a letter. The texts were analysed collaboratively. Through a facilitated process, teachers were invited to describe what they saw in the text as evidence of growth, continuity or progression in learning. This was an important way of examining the question of transition, and one that is rarely undertaken in practice in any learning area. The teachers noted features of learning that could be seen as markers of progress. They also were able to comment on the overall level at which the students' responses were pitched. They recognised that the data showed far less progress in learning across the years than they had anticipated. The discussion also revealed marked differences in teachers' conceptions of and expectations about learner progress in the learning of Italian. It must be emphasised that progress in language learning (indeed in all learning) is an extremely complex issue, but in a model of language learning that focuses on transition in learning, it is the crucial issue. Although this experimentation involved only one writing task and only one occasion, this experimentation through the lens of assessment enabled the teachers to understand that:

- Progress in learning is fundamental in transition.
- Traditional, episodic assessment practices in the absence of a longitudinal, developmental approach such as that taken on in this project are not sufficient to capture development in language learning.

From a learning perspective, it is necessary to capture key tasks that yield evidence of progress in learning. From a research perspective, it was agreed to include a common assessment task to inform the process of transition and to use this process as to enables ongoing professional learning on the part of teachers.

Assessment was a crucial dimension of all case studies. All faced challenges in moving beyond current practices and entering into styles of assessment that remain major challenges in the field of language assessment; notably, assessing the integration of language, learning and assessing within a long-term developmental perspective. For primary programs where greater time on task is available, further attention will need to be given to the assessment of expanded learning, specifically for young learners.

6.4 Innovation requires leadership

In each case, the school leadership team has been highly influential in enabling the model to be adopted. School leaders create the culture for innovation within schools, and school leadership is particularly crucial in an area such as Languages, which may be viewed as 'additional' to or less important than the 'mainstream' learning areas. In each case study, the leadership teams were clearly committed to innovation in the language programs. Those with some background in language teaching were firm and articulate about a range of benefits of language learning for young people; others without such a background expressed the value of language learning, particularly in terms of the cognitive, social and intercultural benefits.

Different kinds of leadership were evident in each case, for example recognising a problem or issue to be addressed, allocating additional resources and staffing, juggling timetable and logistical matters, and mediating tensions among staff or building relationships with the community.

The Principal in particular is a key figure in setting the tone and communicating with staff and the school community about the significance of the innovation in relation to the school's ethos and priorities. Where there were potential inhibitors during the project, such as lack of sufficient students, timetable constraints, parent concerns or staff resistance, the Principal was pivotal in enabling the model to proceed. The Principal's ability to understand complex problems, identify intervention points and actions, allocate appropriate resources and communicate the value of the work, can make or break attempts to innovate. It is necessary for school leaders to be well informed and somewhat courageous to bring about changes that contest mainstream beliefs and practices in schools.

6.5 Teacher knowledge and expertise

In all of the cases, there was a substantial and ongoing professional learning dimension to the project that was essential to the design and implementation of each model. In particular, the Language teachers participated in intensive sessions with the research team, in some cases doing further reading and making observations of other contexts, to prepare themselves for the change in thinking and practice associated with each model. A significant degree of facilitation and intense support were required at various points in each project; these were pivotal to understanding and operating in a changed context. The facilitation took the following forms in each case:

- At Norwood Morialta High School, it was necessary to develop two programs in tandem: the 'regular' Italian program and the Humanities in Italian program, and this required a shift to thinking more substantially about the nature of content in both. Workshops focused on teasing out implicit content demands and identifying shared and distinctive language requirements for each learning area. In addition, particular attention was directed towards the assessment of the integration of language and content.

- At Modbury High School, the increased-time model enabled greater focus on substantive content in language learning. This meant the Language teachers needed to familiarise themselves with CLIL, an emergent area with which Language teachers in Australia are not particularly familiar. Sessions focused on programming and resource development for increased content (in this case drawn from Humanities). Facilitation focused on reviewing 'typical' language program content, activities and resources; the increased pedagogical intensity; and assessment.
- At St Peter's Girls' School, it was necessary to move to concept-based curriculum as a way of capturing the enhanced learning that can be expected with increased time-on-task, and implementing the Australian Curriculum for Japanese in a way that also complements the IB curriculum orientation of the school. Workshops were provided to support teachers to mesh their understandings of two curriculum frameworks. The RCLC team facilitated sessions focusing on the shift that teachers need to make to move from topic-based to concept-based planning and programming. Following this, the teachers attempted to work independently; however, it became necessary to facilitate further sessions to deepen the teachers' understanding so that they might continue to plan independently.
- In Mount Gambier, facilitation of teacher learning focused substantially on the notion of scoping and sequencing to develop a clear pathway for progression in language learning. The mapping work coincided with the introduction of the Australian Curriculum: Languages, which added a layer of facilitation in familiarising the new curriculum and reconciling it with the existing programs. In addition to the curriculum mapping, it was necessary to focus on assessment as a key transition mechanism for capturing progress in language learning over different sites and teachers; hence, workshops on assessment and judging work samples were also facilitated. Finally, workshops also focused on the analysis and development of policy and procedures for transition in Languages.

Thus, in each case, substantial teacher learning has been essential for re-imagining conceptual frameworks and practices. Facilitation has been regular, intense and necessarily (for languages education) specialised. In each of the cases, the degree and nature of facilitation related specifically to teacher learning highlights the essential new learning demands that are key to bringing about change in school language programs.

Another dimension to leadership expertise is that many of the school leaders did not have direct expertise in Languages and felt unable to support language in the same way as those who did.

It is important to highlight that expertise is reciprocal. In working collaboratively, it was crucial to elicit and listen to the expertise of teachers who brought their own understandings of their local context and of the teaching and learning of languages to every facet of the discussion. In this way, the discussions were always mutually informing. Recognition of this is an important dimension of achieving change.

6.6 Innovation requires resourcing

As noted by all participants, the implementation of each case and the project overall would not have been possible without adequate resourcing, in its various forms. The primary resource required was time. Crucial to developing shared ownership and understanding of the model and in supporting its effective implementation was the opportunity for the Language teachers and their colleagues to meet for professional learning, planning and

programming; developing teaching and learning materials; and monitoring the program. Release time was particularly effective and more progress could be made when it was made available in blocks of time, or occurred at regular times rather than on an ad hoc basis.

A further key resource in the project was the intellectual resource provided throughout the project by the research team. Collaboration between teachers, school leaders and researchers is an integral aspect of supporting innovation in schools. The combination of contributors with local, contextual knowledge and contributors with a research perspective proved a rich and complementary resource for each model and for the project overall. Teachers and school leaders were able to access the latest theories, research and approaches to languages education in order to inform their decision-making, problem-solving and adoption of new practices. The research perspective was essential to monitoring and evaluating the implementation of each of the models and the project overall, supporting each of the schools to capture and reflect on their experiences.

6.7 'Routinisation' of schools: doing vs learning

Each of the case studies reveals ways in which schools are driven by the busy-ness of immediate demands and routine, often with little time and opportunity to reflect, critique and develop new knowledge and practices. It was only through this project, for example, that the Mount Gambier school leadership had the opportunity to reflect on their practices around transition and recognise that transition as learning was largely absent in their policies and practices. In relation to curriculum and assessment, schools develop structures and processes to manage initiatives such as the Australian Curriculum and the IB; however, in the attempt to create consistency, what can result is uniformity and a lack of flexibility. There are regulatory and administrative requirements in schools that, once in place, can become an endpoint rather than a means to an end. That is, attending to instrumentality requires a great deal of effort, and this takes time and effort away from teaching and learning. The instrumentality is demanding and immediate. It inhibits opportunities for teachers and school leaders to undertake processes of review and evaluation, and to create space for new approaches and innovation that improve teaching and learning. There seems to be an emphasis on 'doing' rather than learning.

The projects each drew on existing resources within their schools. The expertise of the leadership team, particularly in relation to timetabling and staffing, was crucial. The work of school support officers in assisting with parent queries and enrolment processes was important in mainstreaming the program recruitment process.

In each case, there has been a substantial and necessary program planning and implementation dimension as well as teacher professional learning and curriculum and assessment innovation. The research-informed languages education expertise provided by the research team has been wide-ranging, including advice about student recruitment, contemporary understandings of curriculum and assessment, intercultural language teaching, and CLIL. The research and inquiry-based orientation of the RCLC team has enabled the schools to work from their own experiential base as well as from a research base. The RCLC investigative and reflective stance and expertise is not readily available in schools, and yet it is integral to effective innovation in projects such as this.

Finally, a less tangible, yet powerful resource that is required in projects such as this is the personal qualities of those involved. Taking a macro, long-term view, and having the imagination and perseverance to envisage an alternative to current practices, are qualities that enable innovation and create the conditions for genuine improvement in education.

6.8 Impact of Languages on the whole school

In each case study of exploring the provision of additional time for Languages, there has been an impact on the whole school. In the case of Mount Gambier, for example, the process of considering transition across the R–10 Italian program (and to some extent the years 6–8 Chinese program) required the Tenison Woods College and feeder schools to investigate their existing policies and processes. It became apparent that policies were framed largely in terms of orientation and familiarisation for students and that there was little emphasis on transition as a learning issue. This realisation has prompted a wider discussion within the high school of the need to revise the whole-school transition policy and to reconsider the nature of data that is meaningful to follow students from primary to secondary (and also, within the same school, from year to year). Hence, within the school and indeed across the cluster of schools, the Languages project has raised substantive policy issues with wider impact than within the Languages learning area alone.

In the Modbury High School case study, which used a CLIL approach, the increase in time for Languages raised issues about the potential for integrated curricula and assessment. Two kinds of programming emerged: a stand-alone unit of Humanities taught in the language (i.e. Japan in World War II) and the regular language program with content that complements the Humanities content (i.e. Medieval History in Europe). The model has highlighted challenges in conceptualising and implementing interdisciplinary approaches. It has also highlighted the limited opportunities for supported collaborative planning, teaching and assessing. Instead, the processes were driven largely by the Languages staff, with some support from the Humanities Coordinator (a former teacher of French).

In the case of St Peters' Girls' School, the increased time for Japanese in the primary school has raised issues of curriculum alignment between the language program and the other learning areas covered by the classroom teacher. It is also beginning to raise the issue of language provision across the school and continuity in learning across the primary language program.

Hence, the cases highlighted the ecological nature of school cultures, revealing how structures and processes within schools impact on the Languages learning area, and that Languages can raise and contribute to structural and curriculum issues beyond the learning area itself. Whereas Languages are often required to adapt to whole-school structures and processes, frequently these do not readily take into account needs (e.g. increased time) that are particular to Languages.

6.9 Language policy

As the project proceeded, it became apparent that the lack of a clearly articulated, central policy on languages education in schools creates a problem for languages education. Because there is no central statement about the nature and value of, and expectations about languages education, the way that Languages are viewed in schools is highly variable. One consequence of this lack of clear direction is that Languages are seen as peripheral by other teachers, students and school leaders, and in some cases even by Languages teachers. Moreover, there is a perception that Languages are now less important than they were in the past because language education policy seems to have disappeared as other directions take priority.

Schools seem to have taken the introduction of the *Australian Curriculum: Languages* as a de facto language policy, interpreting the indicative hours as the *maximum* curriculum

provision that is required for Languages programs. Moreover, the South Australian implementation documents appear to show that Languages is a required subject (and for only one semester) only until year 9, and this, too, has influenced school's decision-making about Languages in the absence of other policy.

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Appendix 1: Mount Gambier Cluster — Transition procedures

The following procedures support the policy of transition for year 7 students entering year 8 at Tenison Woods College.

1. All efforts to capture the students' progress is based on an understanding of student development in language learning as described in language-specific curriculum of the Australian Curriculum Assessment and Reporting Authority (ACARA).
2. Student transition information gathered by the school administration includes:
 - a. Student background information collated by each Cluster school's administration to accompany students including:
 - i. Linguistic and Cultural identification and affiliation
 - ii. Language studied and length of time learning language and culture
 - iii. South East Cluster Language Transition Document
3. Transition information is gathered by Year 7 teachers and students using the South East Cluster's Continuing in Language Learning Profile (CiLLP). This provides information for the year 8 teacher. It has information from both the Year 7 student and teacher on progress and engagement. Data from CiLLP and information gathered by the school administration (outlined above) will be available for TWC Year 8 Language teachers to access on the Student Information Management System (SIMON) and in student files.
4. Placement into Pathway A and Pathway B (Italian)

Student placement by the Head of Middle School in intake interviews of cluster school students transitioning Year 7 students into the TWC Italian Pathway A and Pathway B programs will be based on points a, b and c. Subject councilors counselling students transitioning within the TWC Language program will also observe points a, b and c. Time on task data used for placement is gathered in the administration process.

 - a. Students who have studied Italian in years 6 and 7 and choose to continue their Italian learning from year 7 into year 8 Italian program will be placed into Pathway A.
 - b. Students will be placed into Pathway B if they have had 24 months or less and/or have not studied Italian consecutively in years 6 and 7.
 - c. A case by case approach in consultation with Language teachers, Language coordinator and Leadership will be implemented to accommodate learning needs if points a and b are not appropriate as learning pathways.
5. Through the transition process, the Language team within the cluster will support progress and the development of student learning and achievement:
 - a. The TWC Language Learning Area Coordinator
 - I. Will start to liaise with Cluster school leadership in Term 2 to facilitate the release of the staff required for PILLD, site for PILLD and related administration needs to gather documentation for transition.
 - II. Will communicate information in relation to the South East Catholic Schools' language transition process to parents of students involved at the commencement of Term 3; this letter could also identify the benefits of language learning.
 - III. The TWC Language Area Coordinator will timetable the PILLD and ensure that it is added onto each cluster school calendar; Thursday, Week 3, Term 4.
 - IV. Liaise with the cluster administration team to gather the CiLLP form and the organization of uploading onto the student management system and storing of hard copies in student files for Year 8 teacher access.

- V. Contact cluster language staff to designate a task designer for the CAT, week 8 Term 3.
- b. The Common Assessment Task designer
- 6. Will forward a draft task to all year 6 to 9 cluster staff in week 9, Term 3 for feedback from the cluster Language teachers
 - I. Will forward a draft task to all year 6 to 9 cluster staff in week 9, Term 3 for feedback from the cluster Language teachers
 - II. Send the revised and final CAT task to Cluster School sites week 1, Term 4 via email. Teachers will be responsible for administering the CAT (weeks 1 and 2, Term 4) prior to the PILLD.

Cluster Language teachers will:

- I. Bring copies of their CAT class sets to the PILLD, one for each team member (copied back to back).
 - II. Teachers will then discuss the evidence of student progress as evidenced in student assessment responses acknowledging the limitations of using a single procedure. The scope of the PILLD may also include a 'moderation' element to discuss teacher understanding of assessment and the achievement standards.
 - III. Student progress in both Italian Year 8 and 9 Pathways A and B will be analysed by the Language teaches through the CAT and PILLD days.
 - IV. Teachers will dedicate time during the PILLD to allow Cluster School Language teachers to exchange information about changes to and reflection of their sites scope documents and module maps.
 - V. Compiling of the CiLLP will be completed by Week 8, Term 4. Each site has an electronic proforma stored for year 7 teachers to access and print. Once completed, documentation is sent to TWC administration for scanning and storing on SIMON. Individual hard copies will be filed in the student information folder.
- b. Year 8 TWC teachers access the CiLLP documentation as part of the beginning of year process to analyse and plan for individualized learning.



LET
YOUR
light
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YEAR 8 TRANSITION FORM

ITALIAN 2016

STUDENT NAME: _____

Part A:

(To be completed by the Year 7 teacher of the transitioning student).

1. How would you rate the student's commitment to his/her learning of Italian?

Minimal

1	2	3	4	5	6	7	8	9	10
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 Outstanding

2. How do you rate the student's participation in Italian lessons?

Minimal

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

 Outstanding

3. Comment on the student's ability to grasp concepts in language learning.

Minimal

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

 Outstanding

4. How would you rate the student's general engagement in Italian lessons?

Minimal

1	2	3	4	5	6	7	8	9	10
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 Outstanding

5. Please indicate the student's final grade in Italian.

A	B	C	D	E	Modified Plan
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6. Is there any other information about this student which you feel would benefit him/her or his Year 8 teacher?



LET
YOUR
light
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YEAR 8 TRANSITION FORM

ITALIAN 2016

STUDENT NAME: _____

Dear Student,

We are looking forward to meeting you and welcoming into our TWC community. In order for us to get to know you a little as a language learner, please answer the following questions in as much detail as possible. Thank you for your honesty and contribution.

1. List all the words and phrases you can remember learning in Italian.

2. What do you find difficult about learning Italian?

3. What do you enjoy about learning Italian?

4. What are your expectations about studying Italian in Year 8 at *Tension Woods College*?

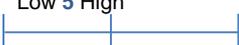
5. Why did you choose to continue your study of Italian? What are the advantages of studying another language? **OR** Is there anything you would like your new teacher to know about you as a language learner?

Year Seven Transition Information for Languages (Italian)

Student:	Feeder School:	Date:
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Please attach sample of student work at your discretion

Communicating <i>Languages for communicative purposes in interpreting, creating and exchanging meaning</i>			Understanding <i>Language for communicative purposes in interpreting, creating and exchanging meaning</i>		
SOCIALISING	3.1 Listening/Exchanging	Low 5 High 	SYSTEMS OF LANGUAGE	4.13 and writing, language <i>s (Develop and appreciation sound system of Italian)</i>	Low 5 High
	3.2 ng Action <i>(reporting, presenting)</i>	Low 5 High 		4.14 grammatical systems <i>(Use grammatical knowledge to extend including irregular, reflexive and modal verbs)</i>	Low 5 High
	3.3 Interacting <i>(Listening, reading, expressing preferences, conversation)</i>	Low 5 High 		4.15 Structure and organisation <i>understanding of distinctive features of text organisation)</i>	Low 5 High
	3.4 Acting <i>(Participate in role-play activities, instructions, procedures, developing classroom language)</i>	Low 5 High 			
INFORMING	Obtaining and using information <i>(Analysing, comparing, sharing key ideas and information from diverse texts)</i>	Low 5 High 	VARIATION/CHANGE	4.16 Variation in use <i>Recognising that language is context specific and that it relates to age and social status)</i>	Low 5 High
	Decoding and presenting information <i>(convey ideas and information through spoken, written and multi modal texts)</i>	Low 5 High 			
CREATING	Communicating and expressing personal experience <i>(Create content for particular audiences and personal experiences or topics of interest)</i>	Low 5 High 	PERSONAL INFO	Leadership	Low 5 High
				Group work	Low 5 High
				Organisation	Low 5 High
				Work habits	Low 5 High

TRANSLATING	<p>3.8 Translate/Interpret <i>(use words that are similar in English and Italian; use of English in Italian)</i></p> <p>Creating bilingual texts <i>(creating texts using both languages)</i></p>	<p>Low 5 High</p>  <p>Low 5 High</p> 		
	REFLECTING	<p>3.10 Reflecting on intercultural experiences and responses, and making adjustments <i>(participate/share intercultural experiences/comparing own and others' reactions and responses)</i></p> <p>3.11 Reflecting on self as a language user and shaping identity through interaction <i>(self-reflection, assumption, establishing identity as a language learner, relating)</i></p>	<p>Low 5 High</p>  <p>Low 5 High</p> 	OTHER COMMENTS

Appendix 2a: Tenison Woods College: Year 7 scope and sequence

TWC Italian 7-8 (Band 3) Scope and Sequence, June 2015

Communicating				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
	Description	Thread	Year 7	Year 8
SOCIALISING	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in shared activities through planning, negotiating, deciding, arranging and taking action.	Socialising/exchanging	<p>4.1 Initiate and maintain social interactions with peers and known adults by seeking and offering ideas, thoughts and feelings about people, events and experiences.</p> <p>Key concepts: Etiquette (face to face interaction) Celebration (greeting card)</p> <p>Key processes: listening, speaking, Thanking</p> <p>Text type: conversation</p> <p>Students will maintain a conversation by exchanging personal information. For example “Questo e’ mio fratello. Si chiama...”</p> <p>Students will undertake role plays to distinguish variants in contexts.</p> <p>Students will undertake conversations regarding Easter/Christmas events, experiences and community values. <i>Cosa fai il giorno di Pasqua? Che cosa mangi il girono di Natale?</i> Students appreciate the cultural differences and similarities.</p>	<p>4.1 Initiate and maintain social interactions with peers and known adults by seeking and offering ideas, thoughts and feelings about people, events and experiences.</p> <p>Key concepts: Leisure, Etiquette (participating in shared communication activities)</p> <p>Key processes: Transacting</p> <p>Text Type: face to face Interactions</p> <p>Students will participate in transactions to invite a friend to dinner.</p> <p>Students will participate in role plays purchasing goods/foods from a market.</p> <p>Students will ask for information using formal language.</p> <p>Students will share information about how they keep healthy.</p> <p>Students will share information about why they like their home and what they do in their room.</p>

Communicating				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
	Description	Thread	Year 7	Year 8
		Taking action	<p>4.2 Contribute to collaborative planning and negotiating arrangements, considering options for events, experiences, and activities.</p> <p>Key concepts: Sustainability Key processes: reporting, presenting Text type: brochure</p> <p>Students will discuss environmental issues in Australia and Italy (l'agriturismo). Students will use texts (websites) in both languages, they create a text in Italian regarding these issues.</p>	<p>4.2 Contribute to collaborative planning and negotiating arrangements, considering options for events, experiences, and activities.</p> <p>Key concepts: friendship, celebration Key processes: inviting, negotiating, discussing Text type: conversation</p> <p>Students will use the language necessary to invite a friend to dinner and agree or disagree, accept and decline when deciding what to do.</p> <p>For example: Non posso, mi dispiace. Ho da fare. Vieni a cena questo sabato?</p> <p>Students will plan to and negotiate what to purchase for a planned dinner party: 'Cosa compriamo?', 'Cosa mangiamo?'</p>
		Transacting	<p>4.3 Participate in transactions related to purchasing goods and services such as buying clothing, tickets, and evaluating 'value for money'.</p> <p>Key concepts: Leisure Key processes: expressing preferences and feelings, expressing Text type: Conversation</p> <p>Students will consider all of the accruements required to be sustainable and the purchase of these (do Italians have solar panels? Are Italians able to have solar panels?)</p>	<p>4.3 Participate in transactions related to purchasing goods and services such as buying clothing, tickets, and evaluating 'value for money'.</p> <p>Key concepts: Leisure (face to face interaction) Key processes: making decisions Text type: Interaction / exchange</p> <p>Once students have arrived at a market they must engage in interactions with market vendors.</p> <p>Students will buy tickets from a station.</p> <p>Students will ask for and give directions.</p> <p>Students will give instructions about maintaining daily health.</p>

Communicating
Using language for communicative purposes in interpreting, creating and exchanging meaning

	Description	Thread	Year 7	Year 8
INFORMING	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts.	Obtaining and using information	<p>4.5 Analyse, summarise and share key ideas and information from diverse texts.</p> <p>Key concepts: Leisure (activities, discussions) Celebration (activities, discussions, notes) Relationships (activities, discussions, notes)</p> <p>Key processes: Comparing, Reading and Writing Describing, Reading and Writing Explaining, Reading and Writing</p> <p>Text type: card / prayer</p> <p>Students will write prayers for Easter and Christmas: they will examine a variety of short prayers in Italian and short bible passages.</p> <p>Students will observe websites in Italian and English that look at the environment.</p> <p>Students will view video clips about Ancient Rome and also festivals.</p> <p>Students will discuss the cultural impact of festivals in Italy and compare to Australia.</p> <p>Students will discuss the impact of Ancient Rome on the modern world.</p> <p>Italian cartoons and gestures: Students analyse images from various Italian media and inform peers what they think the message of the image is about.</p>	<p>4.5 Analyse, summarise and share key ideas and information from diverse texts.</p> <p>Key concepts: Community (activities and discussions)</p> <p>Key processes: Reading and Writing. Discussion, Explaining</p> <p>Text type: graphs, charts, timelines</p> <p>Students will share key ideas about a famous person on a timeline and share other information.</p> <p>Students share ideas about the food pyramid and healthy eating habits.</p> <p>Students will view maps and other texts about the Italian Risorgimento and identify historical figures and cultural references.</p>

Communicating				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
	Description	Thread	Year 7	Year 8
		Conveying and presenting information	<p>4.6 Convey ideas and opinions by creating spoken, written and multimodal texts.</p> <p>Key concepts: representation Key processes: informing Text type: multimodal presentation</p> <p>Students will determine an audience and create a multimodal presentation about sustainability.</p> <p>Students will create a short video for their peers talking about the spaces in the school.</p> <p>Students will create a text presenting a character from Ancient Rome</p> <p>Students will create a poster about an Italian festival and will focus on the features of this text type.</p>	<p>4.6 Convey ideas and opinions by creating spoken, written and multimodal texts.</p> <p>Key concepts: Health/Wellbeing Key processes: Advising, giving instructions Text type: poster</p> <p>Students will undertake a survey about eating habits and present results in Italian (also a numeracy focus)</p> <p>Students will determine an audience and create a brochure about healthy eating/living.</p> <p>Students will compare aspects of housing across cultures and present ideas in descriptive pieces.</p>
CREATING	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.	Participating in and responding to imaginative experience	<p>4.7 Respond to a range of imaginative texts by expressing ideas and opinions about the theme, characters, events, cultural attitudes, and compare with personal experience.</p> <p>Key concepts: values, attitude Key processes: listening, viewing, comparing Text type: conversation</p> <p>Students will consider the language, beliefs and values of characters in 'la Commedia dell'arte', and its relevance to Italian popular culture.</p>	<p>4.7 Respond to a range of imaginative texts by expressing ideas and opinions about the theme, characters, events, cultural attitudes, and compare with personal experience.</p> <p>Key concepts: narrative Key processes: interpreting Text type: shared communicative activities</p> <p>Students will view footage of Italian markets and participate in conversations and discussions about cultural aspects.</p>

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

	Description	Thread	Year 7	Year 8
		Creating and expressing imaginative experience	<p>4.8 Create texts for particular audiences that depict experiences or topics of interest</p> <p>Key concepts: Relationships (discussion, notes) Key processes: Writing, Explaining Text type:</p> <p>Students will create a Carnevale Character and present their work to the junior school Italian classes.</p> <p>Italian cartoons and gestures: Students create a visual text, to explain an element of Italian images presented in class. Students may choose to present a survival visual of what Italian gestures mean.</p>	<p>4.8 Create texts for particular audiences that depict experiences or topics of interest</p> <p>Key concepts: imagination, audience Key processes: narrating Text type: big books</p> <p>Students will create short texts with messages about healthy lifestyles aimed at young people.</p> <p>Students will create an advertisement describing and ideal home</p>

TRANSLATING	Moving between languages and cultures orally and in writing, evaluating and explaining how meaning works.	Translating /interpreting	<p>4.9 Translate texts, discussing different versions and why these might occur. [Key concepts: equivalence, meaning. Key processes: translating, experimenting, comparing]</p> <p>Key concepts: community, neighbourhood Key processes: reading, writing, thinking, explaining</p> <p>Students will observe websites and short texts in Italian and English that look at the environment.</p> <p>Students will use a bilingual dictionary to create wordlists</p>	<p>4.9 Translate texts, discussing different versions and why these might occur. [Key concepts: equivalence, meaning. Key processes: translating, experimenting, comparing]</p> <p>Key concepts: equivalence Key processes: comparing</p> <p>Students look at idiomatic expressions such as Casa dolce casa.</p>
		Creating bilingual texts	<p>4.10 Creating short bilingual texts such as captions, stories and commentaries. [Key concepts: equivalence, comparison. Key processes: translating, experimenting]</p> <p>Key concepts: equivalence, comparison Key processes: translating</p> <p>Students will create bilingual glossaries to assist with understanding Italian texts</p>	<p>4.10 Creating short bilingual texts such as captions, stories and commentaries. [Key concepts: equivalence, comparison. Key processes: translating, experimenting]</p> <p>Key concepts: education, learning/knowledge Key processes: translating Text type: bilingual children's books</p> <p>Student will create a bilingual text about historical figures from the Risorgimento</p>

REFLECTING	Reflecting on intercultural language use and how language and culture shape identity.	Reflecting on intercultural experience and responses, reactions, adjustments	<p>4.11 Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses. [Key concepts: cultural comfort, cultural assumption. Key processes: reflecting, comparing, questioning, relating]</p> <p>Key concepts: Celebration (discussion) Key processes: Commenting Text type: discussion</p> <p>Students will review and respond to cultural practises that are represented in authentic texts about the environment and Italian festivals.</p>	<p>4.11 Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses. [Key concepts: cultural comfort, cultural assumption. Key processes: reflecting, comparing, questioning, relating]</p> <p>Key concepts: Space/Place (activities / discussion) Key processes: Comparing, Justifying, Connecting/Relating Text type: discussion</p> <p>Students will discuss the physical nature of homes and why they are structured the way they are. Students consider 'house' and 'home', Student will reflect on cultural differences of shopping and interactions.</p>
		Reflecting on self as language user and how identity is shaped by interaction	<p>4.12 Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses. [Key concepts: cultural comfort, cultural assumption. Key processes: reflecting, comparing, questioning, relating]</p> <p>Key concepts: cultural assumption Key processes: reflecting, comparing, relating Text Type: conversation, writing</p>	<p>4.12 Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses. [Key concepts: cultural comfort, cultural assumption. Key processes: reflecting, comparing, questioning, relating]</p> <p>Key concepts: cultural assumption Key processes: reflecting, comparing, relating Text Type: conversation, writing</p> <p>Students will learn that, although Risorgimento has brought Italy together, the current national identity is still fractured. For example: Milanese or Neapolitan first and then Italian.</p>

Understanding

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub-strand	Description	Thread	Year 7	Year 8
Systems of language	Understanding the language system, including sound, writing, grammar and text.	Sound and writing, systems	<p>4.13 Develop an appreciation of the sound system of Italian.</p> <p>Tone: The difference between questions and statements e.g. perchè, perchè and the change in tone.</p>	<p>4.13 Develop an appreciation of the sound system of Italian.</p> <p>The sounds of the letters 'C' and 'G'</p>
		Grammatical system	<p>4.14 Use grammatical knowledge to extend meanings including irregular, reflexive and modal verbs.</p> <p>(Questo è mio fratello / Questo è il mio fratellino / Questo è mio padre / Questo è il mio papà) Indefinite Articles: <i>Un, uno, una, un'</i> Gender, agreement Singular Plural forms: (<i>una pizza, un ristorante, una preghiera</i>)</p> <p>Partitive Articles: di + definite article (del, della, dell', degli, delle, dei)</p> <p>Question asking in singular forms (Ti piace? Sì, mi piace. Come si chiama? Si chiama Maria.)</p>	<p>4.14 Use grammatical knowledge to extend meanings including irregular, reflexive and modal verbs.</p> <p><i>Adverbs to qualify verbs, for example, proprio, troppo, abbastanza, specialmente, purtroppo, non... né... né...</i></p> <p>Introduction of irregular verbs: (andare, fare, mangiare, bere)</p> <p><i>Adverbs following verbs (studio poco, studio molto); addition of -mente (studio giornalmente, imparo lentamente, cammino velocemente)</i></p> <p>Superlatives and Comparatives</p>

			<p>Plural forms of <i>marrone, verde, arancione</i>.</p> <p>Introduction to the addition of -h in the plural (<i>poco/pochi, mucca/mucche</i>)</p> <p><i>Plural forms of possessive adjectives (i miei, le mie)</i></p> <p>POSSESSIVE PRONOUNS (il mio, il tuo, il suo) INTERROGATIVE PRONOUNS: (Quando è il tuo compleanno?) NEGATIVE AND AFFIRMATIVE Non: <i>Con, poichè</i> simple negation: (<i>non ho una sorella</i>) negative construction (<i>non va mai</i>) PREPOSITIONS of TIME: (a mezzogiorno, alle 9)</p> <p>SENTENCE AND PHRASE TYPES QUESTIONS & STATEMENTS (<i>Maria è a casa?</i> <i>Maria è a casa.</i>)</p> <p>(<i>Questo è mio fratello.</i> <i>Questo è il mio fratellino.</i> <i>Questo è mio padre.</i> <i>Questo è il mio papà</i>)</p> <p>USING NUMERALS, MONTHS IN SENTENCES (il mio compleanno è il due marzo).</p>	<p>COMPARATIVES: (Marco è più bello di Luca) SUPERLATIVES: RELATIVE: Marco è il più bello di Mount Gambier. ABSOLUTE: Marco è più bello di tutti; Marco è bellissimo.</p> <p>Interrogative pronouns (Che cosa fai? Chi è questo?)</p> <p>Nessuno</p> <p>Possessive prepositions. (di)</p> <p>Time (a) Prepositions: da, per, in (Viene da Melbourne, Questo è per la scuola, Lei è in Italia)</p> <p>SENTENCE AND PHRASE TYPES Questions and Statements.</p>
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Understanding				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub-strand	Description	Thread	Year 7	Year 8
		Text structure and organisation	<p>4.15 Applying understanding of distinctive features of text organisation</p> <p>Easter/Christmas greeting card for parent/caregiver including a prayer.</p> <p>Narrative: information about Christmas.</p> <p>Poster for young children describing a Carnevale character</p>	<p>4.15 Applying understanding of distinctive features of text organisation</p> <p>Descriptive writing: a poster about a famous person</p> <p>Pamphlet for the general public informing them about healthy eating.</p> <p>Advertisement: selling a home to the general public.</p> <p>Roleplay about purchasing food at the markets</p>
Language variation and change	Understanding how the nature and function of language varies according to context, purpose, audience and mode, the dynamic nature of language; and varieties of language.	Variation in use	<p>4.16 Recognise that language use varies depending on the context of the situation and the context of culture.</p>	<p>4.16 Recognise that language use varies depending on the context of the situation and the context of culture.</p> <p>Language and Food. Gestures used with food, but also other non-verbal gestures that are used in interactions in general.</p>
		Change over time	<p>4.17 Recognise the impact of media and technology on the way Italian is changing as a language of local and international communication.</p> <p>Use of English new media terminology as a new source of Italian vocabulary (festival, social media, weekend, global warming)</p>	<p>4.17 Recognise the impact of media and technology on the way Italian is changing as a language of local and international communication.</p>

Understanding

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub-strand	Description	Thread	Year 7	Year 8
		Communicating in diversity/ multilingualism	<p>4.18 Understand the value of communicating within and across languages, discussing the interrelationship between Italian, English and other languages.</p> <p>Borrowed words into English (Gladiator, Colosseum, theatre, Senate/senator)</p>	<p>4.18 Understand the value of communicating within and across languages, discussing the interrelationship between Italian, English and other languages.</p> <p>Borrowed words into Italian (FROM ENGLISH: <i>la star, la toilette, il computer, il parquet, la moquette. Il garage</i>)</p>
Role of language and culture	Analysing and understanding how language and culture shape meaning.	Analysing language and culture in intercultural exchange	<p>4.19 Analyse the ways in which choices in everyday language use reflect cultural practices and values.</p> <p>Proverbs and sayings from Ancient Rome.</p>	<p>4.19 Analyse the ways in which choices in everyday language use reflect cultural practices and values.</p> <p>Meal related terminology: antipasto, primo piatto, secondo piatto, buon appetito.</p>

Appendix: 2b: St Anthony's Primary School: Year 7 Scope and sequence

Communicating			
	Description	Thread	Year 7
SOCIALISING	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in shared activities through planning, negotiating, deciding, arranging and taking action.	Socialising/exchanging	<p>Initiate and maintain social interactions with peers and known adults by seeking and offering ideas, thoughts and feelings about people, events and experiences.</p> <p>Key concepts: relationship, experience, leisure, community, communication, individual (character, values)</p> <p>Key processes: sharing perspectives, exchanging, corresponding listening, speaking</p> <p>Key Text Types: conversation, face to face interaction, discussion, greeting card, letter, survey, timetable</p> <p>POSSIBLE TEACHING MODULES:</p> <p>Benvenuti (a sense of welcome + introduction to languages) – general revision (inc. greetings eg <i>ciao, buongiorno, come stai? bene/male/cosi cosi</i>/introductions eg <i>io mi chiamo.../E tu?</i>, days of the week, numbers 1-50 + multiples of 10, <i>mi piace/piacciono, ti piace/piacciono?</i>... describing the weather eg <i>che tempo fa? oggi è nuvoloso</i>, etc)</p> <p>Passing Time – Sport +Hobbies (leisure activities, community sport)</p> <p>Home and School – here + there (routines)</p> <p>We are family</p> <p>Laughter - the universal language</p> <p>Home is where the heart is (housing, family, food)</p>

Communicating

	Description	Thread	Year 7
		Taking action	<p>Contribute to collaborative planning and negotiating arrangements, considering options for events, experiences, and activities.</p> <p>Key concepts: event, celebration, etiquette, experience, plan, explaining, neighbourhood, journey, sustainability</p> <p>Key processes: negotiating, suggesting, requesting, explaining, neighbourhood (geography, environment, distance), journey (adventure, travel, discovery), sustainability</p> <p>Key Text Types: conversation, discussion, email, letter, survey, interview, map, timetable</p> <p><u>POSSIBLE TEACHING MODULES:</u></p> <p>Let's Celebrate – <i>Natale, Pasqua, Compleanno</i> (plan a party)</p> <p>Home and School – here + there</p> <p>Mini beasts (food chain, why are mini beasts important?)</p> <p>What an animal – In the wild, By the sea</p> <p>Hello to the world – communication with others</p>

Communicating

	Description	Thread	Year 7
		Transacting	<p>Participate in transactions related to purchasing goods and services such as buying clothing, tickets, and evaluating 'value for money'.</p> <p>Key concepts: exchange, etiquette, service, communication (participants, purpose)</p> <p>Key processes: transacting, negotiating, comparing</p> <p>Key Text Types: face to face interaction, telephone call, shared communicative activities</p> <p><u>POSSIBLE TEACHING MODULES:</u></p> <p><i>Benvenuti (a sense of welcome + introduction to languages) – general revision</i> (inc. <i>per favore, grazie, prego, si/no</i> numbers 1-50 + multiples of ten)</p> <p>Home and School – here + there <i>Buon appetito - food</i> (money, <i>Quanto costa?</i>)</p>
		Interacting (developing classroom language)	<p>Participate in classroom activities, giving and following instructions, asking questions to clarify purpose and describing procedures and actions taken.</p> <p>Key concepts: community, classroom culture, routine</p> <p>Key processes: reflecting, explaining, exemplifying, thanking</p> <p>Key Text Types: shared communicative activities</p> <p><u>POSSIBLE TEACHING MODULES:</u></p> <p><i>Benvenuti (a sense of welcome + introduction to languages) – general revision</i> (inc. greetings, <i>per favore, grazie, prego, bravo/a, mi piace, si/no, dove?</i>)</p> <p>Home and School – here + there (routine)</p>

Communicating

	Description	Thread	Year 7
INFORMING	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts.	Obtaining and using information	<p>Analyse, summarise and share key ideas and information from diverse texts.</p> <p>Key concepts: fact/fiction, representation, perspective, choice.</p> <p>Key processes: identifying, comparing, sequencing</p> <p>Key Text types: (informational texts) diagram, labels, timetable, list, You Tube clip, newspaper article, recipe, TV show, instructions, magazine, etc</p> <p><u>POSSIBLE TEACHING MODULES:</u></p> <p>Passing Time – Sport +Hobbies (days, sport/hobbies schedule)</p> <p>Buon appetito – food</p> <p>Famous Italians</p> <p>Home is where the heart is (housing, family, food)</p>

Communicating

	Description	Thread	Year 7
		Conveying and presenting information	<p>Convey ideas and opinions by creating spoken, written and multimodal texts.</p> <p>Key concepts: youth issues, representation, learning area concepts, speaking, reading, writing</p> <p>Key processes: connecting, informing, responding, ordering, classifying, presenting</p> <p>Key Text types: survey/graph, maps, tables, advertisements, poster, newspaper article, brochure, video, etc</p> <p><u>POSSIBLE TEACHING MODULES:</u></p> <p>Who and Wear - People in the community/clothing</p> <p>You are my World – Earth</p> <p>Mini beasts</p> <p>Hello to the world - communication with others</p>
CREATING		Participating in and responding to imaginative experience	<p>Respond to a range of imaginative texts by expressing ideas and opinions about the theme, characters, events, cultural attitudes, and compare with personal experience.</p> <p>Key concepts: narrative, relationships, values, imagination,</p> <p>Key processes: interpreting, comparing</p> <p>Key Text types: discussion, description, cartoons, drawing, drama, songs, poetry</p>

Communicating

	Description	Thread	Year 7
	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.	Creating and expressing imaginative experience	<p>Create texts for particular audiences that depict experiences or topics of interest.</p> <p>Key concepts: imagination, narrative, audience</p> <p>Key processes: describing, contextualising, narrating, recounting, expressing</p> <p>Key Text types: cartoons, drawing, drama, songs, poetry</p> <p><u>POSSIBLE TEACHING MODULES:</u></p> <p><i>Benvenuti (a sense of welcome + introduction to languages) – general revision (mi piace)</i></p> <p><i>Let's Celebrate – Carnevale (Commedia dell'Arte)</i></p> <p><i>Lyrics Language (songs)</i></p> <p><i>Pinocchio (text)</i></p> <p><i>Laughter - the universal language (meme, poem, cartoon strip, songs)</i></p> <p><i>Tell me a story</i></p>
TRANSLATING	Moving between languages and cultures orally and in writing, evaluating and explaining how meaning works.	Translating /interpreting	<p>Translate texts, discussing different versions and why these might occur.</p> <p>Key concepts: equivalence, meaning.</p> <p>Key processes: translating, experimenting, comparing</p> <p>Key Text Types: translation, interpretation, explanation</p> <p><u>POSSIBLE TEACHING MODULES:</u></p> <p><i>We are family (homes, home life, families)</i></p> <p><i>Buon appetito – food (foods introduced in Australia by Italians eg pasta, olive oil, parmesan cheese, etc)</i></p> <p><i>Home and School – here + there (school routine in Italy V Australia)</i></p> <p><i>Let's Celebrate – Natale (carols)</i></p> <p><i>Hello to the world - communication with others</i></p>

Communicating

	Description	Thread	Year 7
		Creating bilingual texts	<p>Creating short bilingual texts such as captions, stories and commentaries.</p> <p>Key concepts: equivalence, comparison, explanation, linguistic landscape (language in the environment), sensitivity and empathy (values and beliefs, respect, tolerance)</p> <p>Key processes: translating, experimenting</p> <p>Key Text Types: signs, labels, captions, story, commentary</p> <p><u>POSSIBLE TEACHING MODULES:</u></p> <p><i>Home and School – here + there</i></p> <p><i>Let's Celebrate – Natale, Pasqua, Compleanno</i></p>

Communicating

	Description	Thread	Year 7
REFLECTING	Reflecting on intercultural language use and how language and culture shape identity.	Reflecting on intercultural experience and responses, reactions, adjustments	<p>Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses.</p> <p>Key concepts: cultural comfort, cultural assumption, attitude, identity</p> <p>Key processes: reflecting, comparing, questioning, relating</p> <p>Key Text Types: discussion, journal</p> <p><u>POSSIBLE TEACHING MODULES:</u></p> <p>Home and School – here + there (class time, recess/lunch)</p> <p>Passing Time – Sport +Hobbies (teams, groups)</p> <p>Let's Celebrate – Natale, Pasqua, Compleanno</p> <p>Hello to the world - communication with others</p>

Communicating

	Description	Thread	Year 7
		Reflecting on self as language user and how identity is shaped by interaction	<p>Reflect on own participation in intercultural exchange and consider how this shapes their own identity over time.</p> <p>Key concepts: identity, intercultural sensitivity.</p> <p>Key processes: comparing, reviewing, reflecting</p> <p>Key Text Types: discussion, journal</p> <p><u>POSSIBLE TEACHING MODULES:</u></p> <p>Who am I? Sono io</p> <p>We are family</p> <p>Home and School – here + there</p> <p>Passing Time – Sport + Hobbies</p> <p>Who and Wear - clothing</p> <p>Home is where the heart is (housing, family, food)</p>

Sub-strand	Description	Thread	Year 7
Systems of language	Understanding the language system, including sound, writing, grammar and text.	Sound and writing, systems 3.13	<p>Develop an appreciation of the sound system of Italian 3.13</p> <p>Sounds: gli eg <i>gli occhi</i> gi/ghi eg <i>giallo, capelli lunghi</i> ci/chi eg <i>ciao, capelli ricci, chiesa</i> sc/h/i/e eg <i>schiaivo, piscine, pesce</i> gn eg <i>gnocchi</i> gl eg <i>famiglia, figlio</i> silent h eg <i>ho, ha, hockey, hotel</i></p> <p>Accents eg <i>papa` + Intonation Papa</i> ABC Double consonants eg <i>mattina, cappello, freddo</i> Stress eg <i>sono, sonno</i></p>

Sub-strand	Description	Thread	Year 7
		Grammatical system 3.14	<p>Use grammatical knowledge to extend meanings including irregular, reflexive and modal verbs 3.14</p> <p>Adjectives: common adjectives eg <i>grande, piccolo, bella, alto, buffo</i> singular, plural eg <i>rosso, rossi</i> agreement with nouns eg <i>naso rosso, capelli rossi</i></p> <p>Possessive adjective: eg <i>mio/a, miei, mie, suo/a, suoi/sue</i></p> <p>Pronouns: io, tu, lui, lei, noi, voi, loro</p> <p>Nouns: masculine, feminine singular, plural eg <i>l'occhio, gli occhi</i> regular, irregular eg <i>un ginocchio, due ginocchia</i></p> <p>Suffixes + Prefixes pro/bis eg <i>prozio, bisnonno</i> ino/etta eg <i>ragazzino, casetta</i></p>

Verbs:**regular + some irregular
present tense, immediate future**

essere eg *io sono, lui è*

avere eg *lo ho, lui ha*

piacere singular, plural eg *mi piace, non mi piace, mi piacciono, non mi piacciono*

lavorare eg *il contadino lavora sulla fattoria*

venire eg *io vengo dall'australia*

chiamare eg *io mi chiamo luisa, lui si chiama Paolo*

mangiare eg *lui mangio la pasta*

cucinare eg *papa cucina la cena*

giocare eg *io gioco il calcio*

andare eg *io vado in bicicletta, vado al cinema domani*

fare eg *io vado a fare la spesa*

Demonstrative:

questo/a, quello/a

Prepositional Articles:

a, da, di, in, su eg *alle nove guardo la televisione*

Indefinite Articles:

un, una, un'

Definite Articles:

Singular, plural eg *la bambola, le bambole, l'ufficio postale*

Adverbs:

poco, molto, tanto

Negations and Affirmations:

Si, no, non eg *non mi piace*

		Text structure and organisation	<p>Sentence structure: adjective generally follows the noun two or more adjectives per sentence eg <i>il trattore è bianco e rosso ed è grande</i></p> <p>Numbers : 1-30+ ordinal numbers eg primo, secondo, terzo eg la seconda classe dates time</p> <p>Questions: eg <i>Come ti chiami?</i> <i>Come stai?</i> <i>Da dove vieni?</i> <i>Quanti anni hai?</i> <i>Che ore sono?</i> <i>Chi è?</i> <i>Dove è?</i> <i>Ti piace?, Ti piacciono?</i> <i>Quando è il tuo compleanno?</i> <i>Che ore sono?</i> <i>Chi parla?</i></p> <p>Applying understanding of distinctive features of text organisation</p> <p>Text Types: Diagram (learning) Drawing (learning) Labels (teaching) Lists (teaching)</p>
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			<p>Signs (learning)</p> <p>Captions (teaching)</p> <p>Cartoon (teaching)</p> <p>Description (teaching)</p> <p>Recount – journal (teaching)</p> <p>Narrative (teaching)</p> <p>Information - factual sentences (teaching)</p> <p>Procedure – recipe (teaching)</p> <p>Newspaper article (learning)</p> <p>Magazine (learning)</p> <p>Brochure (teaching)</p> <p>Poster (teaching)</p> <p>Greeting card (teaching)</p> <p>Letter (teaching)</p> <p>Survey/Graph(teaching)</p> <p>Timetable (learning)</p> <p>Advertisements (learning)</p> <p>Poetry (teaching)</p> <p>Song (learning)</p> <p>Art (learning)</p> <p>Play – Drama (learning)</p> <p>Film, TV show, You Tube clip, e-book (learning)</p> <p>Discussion (learning)</p> <p>Shared communicative activities (learning)</p> <p>Face to face interaction (learning)</p> <p>Conversation - Q+A (teaching)</p>
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Sub-strand	Description	Thread	Year 7
			Interview (learning) Commentary (learning) Telephone call (learning)

Appendix 3: Norwood Morialta High School recruitment information for potential students

ITALIAN IMMERSION PROGRAM AT NORWOOD MORIALTA HIGH SCHOOL

From 2014 Norwood Morialta High School will be offering an Italian Immersion Program at year 8 Level. This means that a group of selected year 8 students will be learning Humanities through Italian beginning in Year 8, as well as studying Italian as a subject.

This is a major innovation and is part of a Department of Education and Child Development (DECD) Project. This project is being funded by the Italian Consulate in Adelaide and the Dante Alighieri Society of South Australia and we are working with the Research Centre for Languages and Cultures at the University of South Australia.

Why an Immersion Program?

Immersion programs are commonplace overseas and also exist in other states of Australia. These enable students to learn the language, in this case Italian, through content. Research shows that language immersion programs are the most successful school-based language learning program model currently available. (A summary of this research appears on the back.)

Benefits

This model is based on a strong educational foundation and substantial research in the area of Immersion Education. Research has shown that students:

- ❖ Achieve relatively high levels of second language proficiency.
- ❖ Improve their literacy skills.
- ❖ Develop a range of learning and thinking skills, including divergent thinking and problem solving skills.
- ❖ High levels of functional proficiency in the immersion language while at the same time achieving academically.
- ❖ Develop deeper intercultural understandings.

Selection into this program

Prospective students must be motivated to be enrolled in the program in order to succeed. A desire to excel and be challenged is necessary. The student needs to be able to work and respond well in challenging learning environments, enjoy taking risks, have strong problem solving skills and be open to new ideas. It is also essential that a prospective student has strong literacy skills.

It is not a prerequisite that students have studied Italian at primary school or are of Italian background.

Norwood Morialta High School is now seeking expressions of interest from Year 7 students who would like to be considered for this program. Please complete the attached Expression of Interest by **Friday 23 August** and return to Karen Andrews, Campus Head, PO Box 180, Magill 5072.

Following the expression of interest, there will be a process of selection to identify students. As part of this process, information will be requested from the student's Primary School. The details and dates for the selection process are to be advised in writing and through a parent information session.

For further information please contact Helen Tooulou, Languages Coordinator, on 8365 0455.

Karen Andrews
Campus Head

Helen Tooulou
Languages Coordinator

Understanding	
<i>System of language</i>	<p>Grammar ~てもいいです。 It is OK to ... ~てはだめです。 You are not allowed to... Revision of: ~てください。 Please...</p> <p>Vocabulary <u>House-related nouns</u> げんかん、いま、しんしつ、しょうじ、ふとん、た たみ、こたつ、おふろ、くつばこ、おいしいれ、ざぶ とん</p> <p><u>Greetings</u> Different ways of saying “thank you” Expressions used when coming and going</p> <p><u>Verbs</u> はいります (to enter/have a bath)、はきます (to put on shoes)、ぬぎます (to take off)、つかいます (to use)、あらいます (to wash)</p>
<i>Role of language and culture</i>	<p>Expressions used when leaving the house and coming home (ただいま、おかえり) The degree of politeness/restraint when telling someone they may or may not do something Concept of <i>uchi/soto</i></p>
<p>Connection to PYP concepts Central Idea: “People’s beliefs and feelings can inspire action.” Linked to this are the ideas of: How culture influences values How language reflects and shapes relationships</p>	
<p>Sequence of teaching and learning (how and when it will be taught) <i>List the main learning tasks and experiences and assessment (in bold). Consider how best to sequence teaching and learning to enable learners to build connections, explore, personalise and use their knowledge purposefully, and reflect on their learning. Refer to Elaborations for possible tasks and experiences.</i></p>	
<i>Tasks and Experiences / Provocations</i>	<i>What students will do/learn</i>
Look at related photos in a Keynote presentation	Notice and compare differences and similarities between Japanese and Australian houses
Do a True/False quiz (pre-test)	Use prior knowledge to answer questions about Japan in a fun atmosphere. Learn new facts about Japanese culture.
Watch DVD of “Tonari no Totoro” (“My Neighbour Totoro”) in four parts, with a worksheet at the end of each section	Try to pick out some language that they know Notice items/areas in Japanese houses that we have discussed in class
Complete worksheets based on the movie	Notice the customs about which they have previously learned (such as bathing, taking shoes off upon entering a house, greeting people differently depending on your relationship with them). Confirm understanding of language and concepts that appear in the film.

Do a writing task based on the movie: reflection (of movie) comparison (of living in Japan & Australia) story (sequel to Totoro) explanation (of Japanese religion)	Explore more deeply an aspect of the film or issues raised in it that interests them by researching, talking to the teacher and then producing a poster, scroll, Keynote presentation or other form of display for the Year 6 Exhibition
Make a vocabulary list based on the writing task	Create bilingual texts that will be able to be accessed by other students and parents
Complete cultural awareness worksheet about household customs and rituals	Consider the role of culture and customs in Japanese daily life
Compare house rules in Australia and Japan	Learn how to say you may and may not do things in Japanese houses. Discuss which of these rules apply to Australia.
Make a list of “house rules” for a Japanese visitor to an Australian house [in Japanese] e.g. “You may take your shoes off”, “You may use soap in the bath” etc.	Extend the grammar patterns learned to create an authentic text that can be used with Japanese visitors to the school
Investigate Japanese religious customs	Through researching Japanese religion, discover the basis for many customs and habits in daily Japanese life
Create a poster/display for the Year 6 Exhibition	Create bilingual texts that demonstrate their learning but also allow non-Japanese speakers to understand what we have covered
Resources: <i>texts, materials, artefacts, stimuli which will be used – be specific</i> Obentō Deluxe Kids Web Japan website Teacher-created worksheets Photos of Japanese houses, inside and out Keynote presentation about living in Japan Class discussion Obentō Supreme <i>Tonari no Totoro</i> DVD Quizlet/Language Perfect	
Evaluation/Teacher reflection (after teaching): <i>What worked, what didn't, what needs changing?</i> The students coped very well with the difficult language surrounding house rules (it involved a verb conjugation usually covered in Year 10). The movie was a huge success, with the students picking up many phrases that they now use daily (such as “ <i>Tadaima!</i> ” [“I’m back!”] when they return to the classroom after going to the bathroom or the printer. The research into history, religion etc., involved more English than was ideal, as did the resulting Exhibition pieces. Next time we will create a task for the Exhibition that showcases the students’ language skills better.	