

Transforming classrooms through the Modern Languages K–10 Syllabus

What?

What is happening in the classroom?

- Explicit teaching, using the latest language learning pedagogies.



- Students feel confident to use the language to communicate.



- Students are interacting with spontaneity.



- All students are considered in lesson design and application.



Why?

Why does it matter?

- Adapting how and what we teach fosters innovation and relevance in language teaching.
- Engaging pedagogy is one of the greatest motivators for students.
- Teaching vocabulary and grammar in chunks, and ensuring students understand most of the language they read, hear or view, supports their ability to understand and use the language.
- Genuine communication happens when students can use the language in contexts that feel authentic and relate to them, rather than when they just know isolated vocabulary items without a clear purpose.
- A spiral approach, where we recycle language structures through different topic areas and build on them in new contexts, supports communication.
- The 'Interacting' outcomes include content related to exchanging and negotiating meaning.
- This means students are managing a degree of unknown in interactions, including when they may not understand or be able to express everything required.
- This includes strategies we all use when naturally interacting, such as pausing to think, seeking clarification, rephrasing and even making mistakes and correcting ourselves.
- All students deserve the chance to feel valued in the learning process.

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What?

What is happening in the classroom?

- Formative assessment opportunities are regular and ongoing.



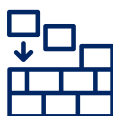
- Content is engaging for students, linking directly to their personal worlds.



- Intercultural capability is embedded in language learning.



- Lessons build a strong foundation for future learning.



- All students experience growth and success, through high expectations and appropriate support.



Why?

Why does it matter?

- Integrating formative assessment opportunities supports continuous improvement in language proficiency.
- Formative assessment allows for regular demonstration of, and feedback on, progress.
- Designing lessons which deliver content related to the students' personal world makes learning more relevant and relatable.
- Syllabus content includes socialising and building relationships with peers.
- Through the syllabus, students develop and apply their knowledge of the language and culture, in order to communicate in the target language.
- This approach allows students to develop a better understanding of themselves and their sense of belonging.
- It also allows students to consider the perspectives of others, contributing to their own social and emotional development.
- Seeing every Stage 4 student as a future Stage 6 language student helps us plan for success.
- By backward mapping content and skills from Stage 6, we ensure the learning is relevant long term.
- Setting attainable high standards encourages students to strive for excellence, promoting better learning outcomes.
- Providing scaffolding makes language learning accessible to a broader range of students.