

## **Mentoring and Reflecting: Languages Educators and Professional Standards (MoRe LEAPS)**

*NALSSP Strategic Collaboration and Partnership Project*

### ***Information Sheet***

#### **Project Goal**

Mentoring and Reflecting: Languages Educators and Professional Standards (More Leaps) aims to contribute to the improvement in the quality of Languages teaching in Australian schools and ultimately contribute to improvement in students' learning outcomes.

Specifically, the project will serve the purpose of developing the leadership of Languages teachers and raising the profile of Languages teachers in the school community. These Languages teachers will then be in a position to provide inspiration to other teachers.

A major goal of the project is to enhance the number of Lead Language Teachers in NALSSP languages (Chinese, Indonesian, Japanese and Korean), and Lead Language Teachers with professional capacities to support and mentor language teacher colleagues. The Lead Languages Teachers will be able to use the *Standards for Accomplished Teaching of Languages and Cultures* (AFMLTA, 2005) to support professional growth and to describe and support the development of leadership attributes.

This Project will take to a new level the developments in language teaching supported through the Professional Standards Project. <http://pspl.afmlta.asn.au/>

#### **Project Synopsis**

##### **Initiating and Establishing**

This project will invite applications from current teachers of NALSSP languages to be Lead Language Teacher candidates (LLTCs). Selection processes will be initiated through state and territory briefings which provide detail about selection criteria for participation in the project. This will be a broad activity, providing information and selection processes for MoRe LEaPS to potential candidates.

The number of candidates for each state and territory will vary. It is anticipated that Australian Capital Territory, Northern Territory and Tasmania will each select 3 Lead Language Teacher Candidates; South Australia and Western Australian will each select 5 candidates and New South Wales, Queensland and Victoria will each select 7 candidates. This is a total of 40 Lead Language Teacher Candidates (LLTCs) nationally. The 40 LLTC places will be allocated across the four NALSSP languages.

##### **Learning Phase 1/Learning Phase 2/Learning Phase 3**

Identified LLTCs will begin to engage with the online environment and commence the process of gathering information about their own classroom practice, using *The Standards* (AFMLTA, 2005) as a framework. LLTCs will then engage with new learning modules with a view to developing agency as lead teachers, working in mentoring relationships, investigating and reflecting on their own practices. The two day workshop to explore these modules will be facilitated by the RCLC team and the Project Management Team. Key Contacts will also attend the workshop, as they will need to support the ongoing investigations of the LLTCs for the remainder of the project.

Following the national workshop, LLTCs will focus on reflective change practice at their own location as they begin an investigative change process project. These processes will vary according to individual circumstances. LLTCs will be required to demonstrate engagement with the project materials through regular collaboration and contributions on the web portal.



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### Review Phase

LLTCs will review and share the evidence of change in classroom practice. This process will be facilitated by Key Contacts at a one day seminar in each state and territory. Data is collated and reviewed by LLTCs, Key Contacts, the project management team and the RCLC team in order to review The Standards with a view to defining leadership attributes for teachers of languages and cultures.

### In Brief

- Networking and sharing of good practice
- 40 lead teachers of the 4 NALSSP target Languages participate in the project; trained as trainers for future delivery of the program at local state or territory through the MLTAs
- Development of two professional learning modules with supporting train-the-trainer materials
- Development of a leadership standard for languages teachers
- Showcasing of participants' investigations and publication of exemplars of Lead Language investigations and/or mentoring projects online
- Some participants submitting their portfolios, investigations, reports and supporting documentation for university accreditation.
- All the professional learning resources and processes of this project will be made available online for use by individuals and groups in their local contexts.

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