

A la découverte de la Nouvelle Calédonie

Concours pour les professeurs de français en Australie

Task: To develop a sequence of teaching and learning¹ that focuses on a topic associated with *La Nouvelle Calédonie* (New Caledonia).

Target audience: Teachers may enter either in the Junior category (Years 5-8) or the Senior category (Years 9-12). Teachers who wish to develop a unit of work for Year 9 may only enter the Junior category if their students start studying French in Year 8 or 9 (explanation required).

Eligibility: This competition is open to teachers of French currently teaching French as a second language in the Australian education system. Teachers may be using a range of methodologies (including AIM or CLIL). Teachers working in bilingual schools or in schools that follow the French curriculum (in part or fully) are not eligible.

Award: A prize in each category (Junior and Senior) will be awarded. The prize includes a return air ticket to New Caledonia together with a home stay in a *famille d'accueil* for a week and language classes at the CREIPAC in Noumea. Laureates will also get a chance to visit local schools in consultation with the *Rectorat de la Nouvelle Calédonie*. Laureates will be invited to the Forum de la Francophonie organised by the CREIPAC. This is scheduled to take place in early October 2022 (exact date tbc). Alternatively, laureates can negotiate with CREIPAC to select a different week.

Each laureate will contribute to a Professional Learning (PL) session in 2022/23 to share their experience, resources and knowledge with Australian colleagues. This PL may be organised with their state association or with the FATFA.

Timeline: The competition will be launched in February 2022. A free online information seminar will be held in March 2022 during which stimulus for themes and approaches will be presented and questions answered. Teachers will then register their interest to participate in the competition, which will give them access to a range of resources to start on their project as well as the link to upload their project. There is no set theme beyond the link with New Caledonia.

Other requirements: By submitting a sequence of learning to the organisers of the competition (FATFA, CREIPAC and DAREIC) you acknowledge and accept that your work might be uploaded to the FATFA website as a free pedagogical resource to be shared with the Australian teaching community. Individual authors (as well as their school upon request) will be duly acknowledged.

Copyright/Acknowledgements: Third-party material used in the learning sequence (e.g. YouTube videos, website, maps, photos, colouring activities, magazine articles, songs etc.) must be adequately referenced and acknowledged. Copyright-free material is preferred.

¹ A 'sequence of teaching and learning' may also be described as a 'unit of work', depending on the terminology employed in your state

Australian Professional Standards for Teachers (APST): A certificate of participation will be issued to participants upon submission of their unit of work so that PL may be claimed.

Pedagogical guidelines

Sequence of learning:

The sequence of learning (or unit of work) will be developed in English but must use French content and French-based activities (i.e. it cannot be a learning module taught in English).

Duration:

10 - 15 hours of teaching (including assessment tasks) depending on the context and kind of material utilised.

The sequence must include:

- **Clear outline of context and rationale** in English (1000 words maximum) which may include:
 - relevance of your chosen topic in relation to your context (your students, their proficiency level, age etc., your school or school community ...)
 - teaching approach (e.g. CLIL, AIM, project-based, task-based learning...) or model followed, pedagogical objectives etc.
 - any other relevant contextual information
- *Overall learning objectives for the learning sequence*
- *Learning objectives for each component of the learning sequence* (i.e. teachers may wish to organise the learning sequence in terms of individual lesson plans or in terms of 'steps' which may be articulated around key concepts (e.g. engage, explore, explain, elaborate, evaluate)² over several lessons
- *Specific language content* (new and/or for revision) such as vocabulary, grammatical points and any other language use required
- *Learning activities and support materials:* Teachers may use third-party material available online, but these resources must be clearly referenced/acknowledged. Textbook material may be referenced but cannot be reproduced for copyright reasons unless you have the publisher's permission in writing
- *Suggestions for support and extension* e.g. to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- *Formative assessment outlines:* Description, (macro)skills involved (see also general capabilities below) and the way they demonstrate students' development of knowledge, understanding and/or skills

² Victorian pedagogical model.

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/pedagogical-model.aspx>

- *A final fully-developed summative task* students will be able to complete by the end of the sequence, including the way that the task links with learning objectives and the way it demonstrates students' development of knowledge, understanding and/or skills
- *(Language) learning strategies*
- *General capabilities* students will develop/consolidate (e.g. Australian Curriculum's General Capabilities as relevant to your state). Other capabilities and competencies linked to expectations at Senior levels are also welcome

All skills, capabilities and competencies should be explicitly referenced within the learning sequence and should be reflected in the learning objectives, pedagogical activities and where relevant, in assessment tasks.

Interdisciplinarity: Sequences of learning that seek to adopt an interdisciplinary perspective will be considered favourably. For instance, teachers may wish to link their pedagogical sequence with relevant Cross-Curriculum Priorities (CCP) such as Aboriginal and Torres Strait Islander Histories and Cultures and /or Sustainability. All CCP links must be referenced.

Format and presentation of the learning sequence:

The learning sequence should be clearly set out and easy to follow. You are welcome to use your preferred template. Please ensure you clearly identify the location of this learning sequence in relation to the chosen curriculum (national and/or state; please provide website URL where possible).

Selection criteria:

The learning sequence will be considered in relation to the following criteria:

- breadth and depth of content in relation to context (level of proficiency and age of learners, contact hours, school environment etc.)
- ease of use of the sequence (clarity and coherence) for a teacher trained in the Australian context
- pertinence of the rationale in relation to the context and to the learning objectives
- pertinence of the learning sequence in relation to stated objectives
- pertinence of the assessment tasks in relation to stated objectives
- originality of approach and/or design and/or theme
- innovative development of pedagogical material and suitability in relation to proficiency level and context
- attention to detail (respect of guidelines, clarity in format and presentation, adequate referencing of third-party material used, precision in the language used - English, French and any other relevant languages or dialects)
- balance in the range of skills developed and assessed and in the sequences of steps to scaffold student learning