

Curriculum leader: Fiona Blair

Budget: \$600

## Languages Values and Beliefs

### All children can learn

- Learning is developmental and occurs in different ways and at varying rates
- Learning is enhanced when a successful partnership exists between home and school
- Learning should be relevant, meaningful and enjoyable
- Eclectic learning opportunities should be provided utilising relevant texts (digital, audio and written) formal and informal settings and concrete materials

## Overarching Teaching Approach

- Utilise the **Western Australian Curriculum: Languages** and the **Curriculum Framework** as appropriate (see below)
- Employ a Japanese specialist to teach Year 3-6 classes for a minimum of 60 minutes per week
- Maintain a designated Japanese classroom within the school
- Display a Japanese language rich environment in the Japanese classroom and around the school
- Use current events and trends, authentic texts and objects from Japan to stimulate and support language learning and practice real life contexts
- Participate in culturally significant events throughout the year
- Use technology to create Kahoot quizzes, student centred practice, virtual experiences, etc
- Promote Japanese to the school community via newsletter items, classroom displays
- Enable students to communicate with native Japanese speakers or exchange students whenever possible
- Engage with overseas and local Japanese visitors when possible eg: Tyke-Oh and O Musubi Kororin
- Use data as evidence to set future targets and inform our teaching and learning
- Plan learning experiences in a variety of class formats (whole class, small group, pairs and individual) to demonstrate a differentiation of curriculum
- Focus on enjoyment, development of self-esteem and confidence

## Languages Teaching Approach

### Years 3-4 (2019) and Years 3-5 (2020)

The **Western Australian Curriculum: Languages** provides students with:

- essential communication skills in a language other than English
- an intercultural capability
- an understanding of the role of language and culture in communication

The Curriculum comprises five strands for **COMMUNICATING**:

- Socialising
- Informing
- Creating
- Translating
- Reflecting

plus three strands for **UNDERSTANDING**:

- Systems of Language
- Language Variation and Change
- Role of Language and Culture

## **Years 3-4**

### **Communicating**

- Interact in Japanese with their teacher and each other through class experiences, activities and everyday transactions to exchange information about aspects of their daily worlds
- Locate specific points of information in a range of visual and oral texts
- Create and perform imaginative texts that use familiar expressions and modelled language
- Explain some culture-specific practices and verbal- and non-verbal forms of expression in Japanese culture
- Identify similarities and differences between Japanese and other languages/cultures
- Use simple descriptive or expressive modelled language to follow instructions, provide information and ask questions eg: おんがくをしますか? はい, おんがくをします。

### **Understanding**

- Recognise the system of basic Japanese sound combinations
- Explain that hiragana can be combined to represent words
- Write their own words and phrases in hiragana with the use of visual supports
- Recognise and write some frequently used kanji
- Use words and expressions related to daily events, interests and to recount past activities
- Apply elements of grammar in simple spoken and written texts
- Describe how the Japanese language works
- Show how language use varies according to the participant, the region and context
- State that Japanese is the official language of Japan with regional dialects
- Comment on how language reflects cultural practices and norms
- (Year 4 only) use dictionaries with guidance

## **Years 5-6**

### **Communicating**

- Builds on experience from Years 3-4
- Initiate interactions with their teacher and each other through guided tasks, class experiences, activities and transactions to exchange information about their daily lives
- Gather and compare information from texts related to their personal worlds
- Create and presents imaginative texts for different audiences
- Explain elements of Japanese communication that require interpretation for non-Japanese speakers
- Describe aspects of language and culture that are unfamiliar and discusses their own reactions and adjustments

### **Understanding**

- Pronounce all the sounds in the kana chart, including voiced and unvoiced sounds, combined and long vowel sounds and double consonants
- Explain that hiragana and katakana are identical, even though the scripts are different
- Write simple texts using hiragana and kanji on familiar topics
- Use vocabulary related to their home, neighbourhood and how they spend their free time
- Develop and applies knowledge of the systematic nature of Japanese grammar in spoken and written texts
- Talk in Japanese about how the Japanese language works
- Identify some differences in interaction styles in Japanese and Australian contexts
- Identify some ways the Japanese language has changed through contact with other languages
- Explain how language and culture are integral to the nature of identity and communication

## **Years 5-6 (2019) and Year 6 (2020)**

### ***The Curriculum Framework Outcomes***

#### ***Listening, Responding and Speaking***

Students interact in simple social exchanges and structured learning situations, using single words and formulaic expressions. This may extend to predictable social and learning situations, incorporating new language items into well-rehearsed language patterns

**Viewing, Reading and Responding**

Students recognise and read individual characters, single words and short sentences. This may extend to short texts of several linked sentences containing familiar language and identifying main ideas and supporting language

**Writing**

Students write individual characters, single words and short sentences, using well-rehearsed language to convey simple information. This may extend to short texts of several linked sentences using well-rehearsed language to convey simple information

**Cultural Understandings**

Students understand and use Japanese language appropriate to audience and cultural purpose.

Students develop an understanding about Japanese history, cultural events and customs and everyday life in modern Japan.

<b>Support/Resources</b>	<b>Assessment and Monitoring</b>	<b>Reflections and Evaluations</b>
<ul style="list-style-type: none"> <li>• Administration &amp; School Board</li> <li>• Curriculum Team Leaders</li> <li>• Staff- Teachers/EAs</li> <li>• Parents / P&amp;C</li> <li>• Shenton Cluster network</li> <li>• Connect Communities and networks</li> <li>• Japanese Language Teachers' Association of WA (JLTAWA)</li> </ul>	<ul style="list-style-type: none"> <li>• West Australian Curriculum</li> <li>• Moderation tasks</li> <li>• Teacher observation and appraisal</li> <li>• Checklists</li> <li>• Anecdotal evidence</li> <li>• Worksheets – short and extended responses included</li> <li>• Class discussions</li> <li>• Informal and formal presentations</li> <li>• SCSA content descriptions, elaborations and Achievement Standards</li> <li>• Cohort moderation</li> </ul>	<ul style="list-style-type: none"> <li>• Developing process as the teaching of Japanese as a second language develops from Y3 to Y6</li> <li>• Performance Management</li> <li>• Class observations</li> <li>• Reflect and evaluate PL attended</li> <li>• Cross cluster moderation with other Japanese teachers</li> </ul>

Considerations for future Language Plans if Japanese was to be extended to include younger classes:

- Japanese teacher to visit K/P to read a Japanese story and/or sing some Japanese songs
- Implementation of Early Learning Languages Australia (ELLA) Japanese Program in Kindergarten and/or Pre-primary