

What is a subject blueprint?

The subject blueprint is a conceptual plan to bring the key drivers to life. It helps to communicate the future subject impact and ideas for Learning Design, Assessment Types and content that will make an impact.

FROM current subject

School assessment that encourages the production of largely descriptive, informative, decontextualized texts.
Assessment that encourages memorisation and rehearsed performance of spoken language in contrived or artificial scenarios.
Limited opportunities for demonstration of metacognitive practices, created by a single end point reflection in the assessment model.
A narrow view of rigour centred on repetitive practice and display of language skills, with grammatical accuracy and complexity.
A curriculum area that is selected by a minority.
Performance standards and ADC which encourage a focus on accuracy and grammar at the expense of communicative capabilities.

TO future of the subject

Assessment that engages students with ideas/big concepts and invites imagination and creative language use that is meaningful to students.
Assessment that promotes genuine language use, based on meanings that students themselves want to make, from a range of perspectives, foregrounding meaningful communication and action.
An expanded understanding of metacognition as an ongoing learning strategy, <i>including</i> reflection on how meaning is made across languages and cultures, and the power of language and culture to shape meaning, worldviews and the identities of participants.
A broad view of rigour that values students' ability to use language creatively and meaningfully, to analyse and reflect on the impact and consequences of communicative choices in interacting and building relationships.
A curriculum area that is accessible to a diverse range of students by incorporating ideas and perspectives that are relevant to young people, and that foster their intercultural capabilities and appreciation of diversity.
Performance standards and ADC which encourage students to take risks and experiment with their language use and learning and how they evidence this by also valuing the learning process

THROUGH

Learning experiences that actively involve students in exploring complex ideas through personal expression, intercultural inquiry, and imaginative to foster deep, contextualised understanding and creative meaning-making
Authentic and learning-based assessments that mirror genuine communicative contexts, allowing students to demonstrate their learning in personally significant ways
Learning and assessment experiences that integrate language and intercultural understanding, value both the process and the product, and encourage experimentation, critical reflection, and the use of metalanguage to explore assumptions, perspectives, strategies, and meaning.
Learning and assessment experiences which value experimentation. Linguistic resourcefulness and development of intercultural understanding through cognitively demanding and authentic language use.
Learning experiences that have an intercultural orientation, and put the learner and their ideas, identity, experiences, at the centre of their language learning. Concepts and contexts that are reflective of contemporary language use, resonate with student experience of language use and reflects both the realities of today's world and the futures students are preparing for.

NB: as Subject Renewal Groups (SRGs) progress through the Subject Renewal process, plans and documents will be further refined and updated.

