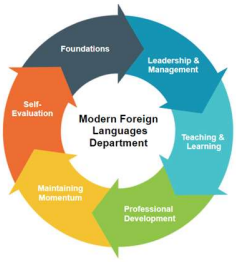
Teangacha Iar-bhunscoile Éireann Post-Primary Languages Ireland

Delivering Languages Connect

Pedagogical Manual : MFL Department



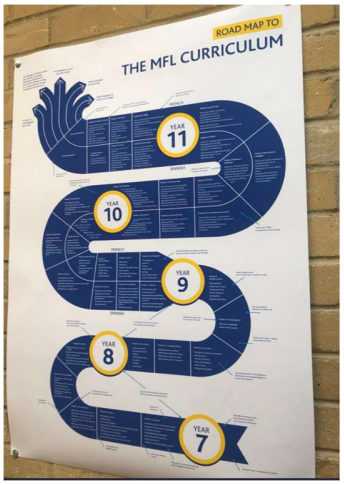
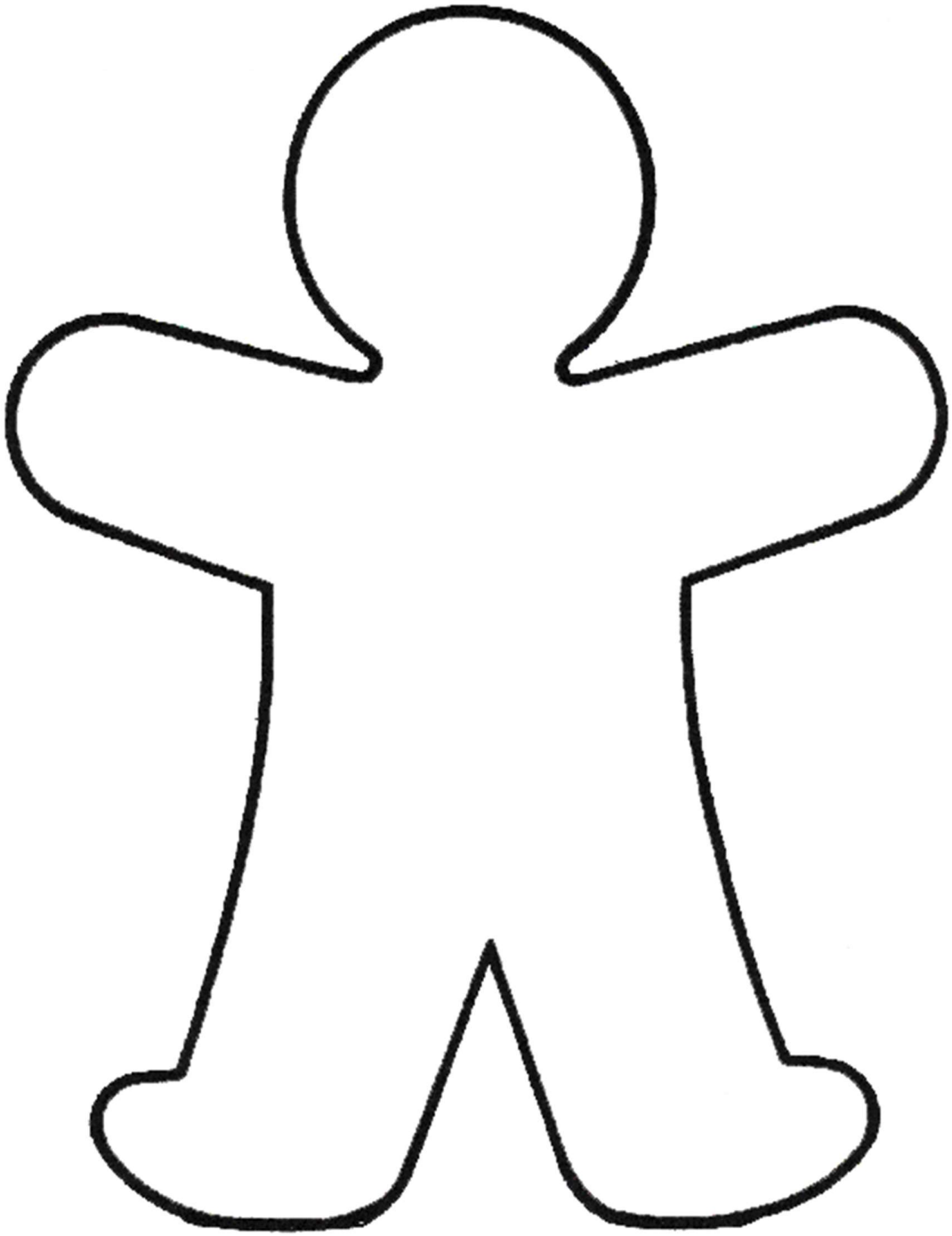
Section	**Teaching and Learning**
Resource	TL5: Developing student learning pathways for MFL
Objective	*To develop pathway portraits of 3 learners following three trajectories in the context of MFL in your school: mastery, expected and emerging*
Outcomes	• To describe what mastery is in your subject area in the context of your curriculum and your school • To trace your mastery statement from 6th year to 1st year • To use your mastery statement to create an 'expected' and 'emerging' pathway portraits • To consider ways in which these could be displayed in your school and how they inform your planning
Resources	
Time	1 day of development

Rationale

Every school context is different and every student is different. Therefore, the curricula we design must different in order to suit the need of the students that we teach. However, how do we describe that student development? Anecdotally we know what a student can do in 1st year and what they can do by 6th year but what happens in between. How do we know that our curriculum is balanced and gradual? Creating a trajectory diagram of 3 different types of student in your school can help you in this vein.

Part 1: What is subject mastery?	10 mins	Subject mastery i.e. the idea of 'mastering' the skills and knowledge of a subject is possible through extensive practice. So whilst the topics we study might change, the fundamental skills underpinning these topics will remain the same. For example, the ability to conjugate verbs will always be fundamental to many MFL-based topics. Consider the 3 strands of learning outcomes for Junior Cycle: - *Communicative Competence* - *Language Awareness* - *Socio-cultural knowledge and intercultural awareness* Think of an aspect of one of these strands (either explicitly from the learning outcomes for Junior Cycle or from your own ideas) and explain what it would mean for a student to have mastered it. Write these down for reference later.
Part 2: What is a subject mastery in MFL?	30 mins	In reality, absolute mastery is a relative term. We all think about mastery in different ways and have different expectations of mastery based on the school we work in and the age and stage of the students we are working with. A subject mastery statement is useful to help you describe what masters of MFL can do. It describes the attributes that an exceptional MFL student will have in your school in 6th Year after 6 years of MFL teaching and learning. It is meant to be achievable but only by very few students.

		1. Take the first support sheet accompanying this training pack of the Gingerbread man. It might be worth drawing this outline bigger on a whiteboard or a couple of sheets of A3 paper. 2. As a group, describe inside the outline all of the attributes and behaviours of a student that has mastered MFL in the context of your curriculum and your school. Try not to focus on very specific things e.g. 'can use the subjunctive' but rather 'can employ linguistic and grammatical complexity beyond their age and stage'. 3. Now try to succinctly write description into a paragraph of around 150-200 words
Part 3: What does subject mastery look like in first year? Second year?	60 mins	Now that you have conceptualised subject mastery for a student in 6th Year, think about what subject mastery looks like at the end of 1st Year in the context of your school and curriculum. Repeat the process above. Once you have your 1st year and 6th year statements you then have a choice to either complete a new statement for each year or for certain stages in the trajectory of the student. It is recommended that you have one for each year group because this can then be used for parent-teacher meetings, school open evening events etc. to explain the MFL trajectory in your school. It can also be a tool used with students to help to reflect on their own learning.
Part 4: What is expected and emerging statements?	120 mins	Expected and emerging statements differentiate the mastery statement that you have just created. An expected statement is one which describes the attributes of good MFL students for their age and stage. An emerging statement is one who is developing the attributes of a good MFL student but has not developed them fully. Although this is optional, creating expected and emerging statements for each of your year groups for expected and emerging is also useful for helping you and students to understand how they might develop in MFL.
Part 5: How do we display this information?		Once completed, you need to find a way to publicly display this information. It is important that it is displayed so that all stakeholders are aware of the different trajectories in your own subject area. Here is an excellent example of what you might think to create to visually display student progress.

		 ROAD MAP TO THE MFL CURRICULUM YEAR 11 YEAR 10 YEAR 9 YEAR 8 YEAR 7