

Applied Curriculum Project: Time Line

Tuesday May 8 th	Met with mentor and Head of Languages to decide on ACP
Tuesday May 15 th	Met with College Registrar to obtain student numbers for new students in Years 5-9 for 2012.
Tuesday May 22 nd	Once again, met with registrar to enquire about the placement process for new students in German and Indonesian.
Tuesday May 29 th	<ul style="list-style-type: none"> • Showed mentor draught of prospective weighted questionnaire for the first part of ACP and we decided to modify it. Instead of a weighted questionnaire, we decided on a simplified table format. Mentor clarified that the purpose of part A of the ACP is: to obtain information about new students' in years 5-9 prior language learning as well as to provide information to parents of these students so they are able to make an informed choice about which language subject to choose. • I began talking to the language teachers about their current strategies of helping new students catch up in their learning and began making a time to sit in on a lesson to observe how they are dealing with these students. I also informed teachers that I am planning to interview these new students so I can determine which strategies are the most effective. • I once again met briefly with the registrar and found out that currently there is no information going out to parents of new students in years 4-9 to help them make an informed language subject choice. We also discussed at what point in the enrolment process a questionnaire and information pack could go out to parents of new students and decided it would be after the offer letter is confirmed. It is at this point when a lot of information is currently sent out which has to be filled in and returned, so a letter, questionnaire and brochures could be sent out with this also.
Tuesday June 5 th	<ul style="list-style-type: none"> • Showed mentor amended draught questionnaire for new students years 4-9. • Showed mentor proposed questions for existing new students. Purpose of questions is to determine how they are currently enjoying and coping with the lesson material and which strategies they are finding the most helpful. The questions will also determine which strategies are being used by students with no prior knowledge of TL compared with students with some knowledge of the TL and which are the most effective in each case. This will help me draw up a set of protocols for teachers to implement according to the student's prior knowledge. • Showed mentor questions for student, C, in year 11 who has been successful in acquiring German, despite beginning German in year 7 instead of Year 5.

	<ul style="list-style-type: none"> • Made contact with Head of Languages and class teachers of Year 9 Indonesian and German and made time to visit and talk to them about current strategies of dealing with new students. I also arranged a time to visit Year 9 classes to interview new students. • Informed mentor that I will be visiting next Wednesday's Year 8 German class to interview students T and C. • Talked to Year 5 teachers about visiting their classes to interview students. • Talked to Head of Languages about her current strategies of dealing with her new Year 8 Indonesian student and arrange time to come to class and interview student. • Arranged time to visit Year 7 and 8 Indonesian classes to interview new students.
Tuesday June 12th	<ul style="list-style-type: none"> • Interviewed the new 2012 Year nine students as well as those students who started later than Year 6. • Visited Year 5 German mainly to observe class as all students are new to German in Year 5. I did ask the students however how they were finding the class as far as level of difficulty and they all said it's ok. Only two students had some prior knowledge of German. Most of the other students had prior knowledge of Indonesian – all students had prior knowledge of a language apart from English before they began Year 5 German.
Wednesday June 13th	<ul style="list-style-type: none"> • Period 2, (10.20 -11.10) - Visited Year 8 German to interview new students, C and T, and tutor new students.
Thursday June 14th	<ul style="list-style-type: none"> • Period 1 (9.05 – 9.55): visited Year 9 class and interviewed remaining 5 students which comprise: New Year 9 students as well as those who started later than year 6. • Periods 3 & 4 (11.35 – 12.25) Visited Year 8 (M2) • 12.30 meeting with Head of Languages to discuss project and make times to visit her classes. • Period 5: Visited Year 7 German class to interview 2 new students and talk about his current strategies for dealing with them. RM: M1 • Period 5: visited Year 7 Indonesian class to interview new student, J , and observe and discuss teacher's strategies for dealing with her. RM: M9 next to office • Period 5: Visited Year 7 from 2 pm
Friday June 15th	<ul style="list-style-type: none"> • I drafted an email and sent it to the leader of AGTV and head of VILTA requesting them to send out email to

	teachers of German and Indonesian, respectively, to find out their current strategies for dealing with new students.
Monday June 25th	<ul style="list-style-type: none"> • Periods 1 and 2: Years 7 and 8 Indonesian - interviewed new students and any students who started later: say in Year 6. • Period 1: visited Year 7 class to interview new student • Period 3: visited Year 10 German and interviewed student who started in Year 8 • Period 3: visited Year 8 class and interviewed C who started half way through first semester.
Tuesday June 26 th	<ul style="list-style-type: none"> • Interviewed the 2 new Year 9 Indonesian students for 2012 in Yr 9 and any students who started later • Period 4 (12.25-1.15) Visited Year 7 Indonesian again to interview new student who was missing from yesterday's class RM M7
Wednesday June 27 th	<ul style="list-style-type: none"> • 10.00 – 10.20: visited Year 11 German and interviewed C. • Period 2 Year 8 Indonesian: interviewed student who started later and has been successful at acquiring Indonesian despite this and interview anyone else who started in Year 6 onwards 4 students in total. RM M16
Thursday June 28th	period 1 (9.05-9.55) interviewed the new Year 9 Indonesian students for 2012 and students who started later in Year 7 RM C2 (half day)
9 th – 13 th July (5 days 8 hours per day)	Collated and interpreted data from questionnaires and wrote up ACP project. Emailed completed paper to mentor and Head of Languages
Tuesday July 24th	went through ACP with mentor and Head of Languages
Monday 30 th July	Presented ACP to language teachers at scheduled Language Department meeting
Tuesday July 31 st	Period 4 (12.25-1.15) year 12 mock orals

21 days in total was spent on the ACP. The presentation at the school was during the scheduled LOTE meeting for which I drove to school on a non ACP scheduled day.