

## **Radio Edutalk with Maryse Payen-Roy (broadcast on 27-2-14)**

### **Recommended reading and reflective questions for listeners:**

Where can you embed Foreign Languages without disturbing the rest of the curriculum?

Consider the importance of raising awareness of the cultural background of the FL you want to introduce and how this can be done in English.

Are you worried about your competencies in a FL? What training would you like?

### **Key links (click on title to open):**

[A 1+2 Approach - A MLPS practitioner and trainer's eyeview](#)

[Sample Planner](#)

### **Standard for Career-Long Professional Learning**

Through listening to and engaging with this broadcast, teachers may link to the following aspects of the Standard for Career-Long Professional Learning:

#### Professional Values and Personal Commitment

Valuing as well as respecting social, cultural and ecological diversity; and promoting the principles and practices of local and global citizenship for all learners.

Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.

#### Professional Knowledge and Understanding

Develop deep, critically informed knowledge and understanding to enhance skills and abilities in relation to the key areas of career-long professional learning:

- Pedagogy, learning and subject knowledge
- Curriculum and assessment
- Enquiry and research.

#### Professional Skills and Abilities

Apply knowledge, skills and expertise through enquiry and sustained professional learning to:

Deepen and develop subject, curricular, and pedagogic knowledge to be able to lead learners and the learning of colleagues.

Systematically investigate, analyse and evaluate the impact of practice.

Critically engage with a range of educational literature, research and policy to make meaningful links to inform and change practice, where appropriate.

### The Professional Actions in Career-Long Professional Learning

Demonstrate deep subject knowledge and pedagogical leadership.

Lead curriculum development with a deep understanding of the place of subject knowledge and the wider purposes of education.

Demonstrate a critical understanding of approaches to teaching and learning, pedagogy and practice.

Lead and collaborate with others to plan innovative curricular programmes.

Develop and apply expertise, knowledge, understanding and skills to engage in practitioner enquiry to inform pedagogy, learning and subject knowledge.

Develop and apply political literacy and political insight in relation to professional practice, educational change and policy development.

Commit to on-going career-long professional learning.

Lead and contribute to the professional learning of all colleagues.