



2023 South Australia Chinese Language Teachers' Annual Conference

Empowering Teachers, Empowering Learners

赋能教师，启迪学子

(In alphabetical order)

Keynotes

Joe Dale: *Using ChatGPT for Efficient Language Resource Creation.*

Andrew Scrimgeour: *Insights into Chinese Second Language Classrooms in Australia: Contextual Challenges and Implications for the Application of New and Emerging Technologies*

Huiling Yu: *Redefine Multilingual Learning in International Schools*

Panel Discussion

Professor Anne-Marie Morgan

Rod Nancarrow

Miriam Parsons

Andrew Scrimgeour

Workshops

Ariel Hsu-Chia Chen:

- *The Power of Story-asking: Why & How to Engage the Whole Class in a Big Role Play*

Lynn Davis:

- *What are we doing today Mrs. Davis? Practical Advice for Language Teachers on Teaching and Learning for the Classroom, Including Curriculum Units and Strategies for Learning.*

Wen Deng (Shelby Baker):

- *Some Thoughts and Insights on the Australian Curriculum V.9.0 for Primary School Chinese as a Second Language*

Qiongmei Gu (Maggie) and Xixuan Wang (Robbin):

- *Interactive Activities and Engaging Assessments That Increase Ownership of the Learners of Chinese in Australian Contexts.*

Andrew Scrimgeour:

- *What Is It That Learners Need to Know About the Chinese Writing System?*
- *The Planning Challenge: Making the Most of Your Textbook*

Jessy Tu:

- *Lesson Preparation with Ms. Tu!*

Baocheng Wei (Abao):

- *Thoughts And Strategies On Using Songs In Chinese Classrooms*

Mingxia Wei and Jin You:

- *Developing Units of Work Aligned with A.C. V9.0*

Lih Ling Wong:

- *Chinese Program at Pembroke School*

Wei Zhang (Wendy):

- *Introduction to the AIM methodology*
- *Developing Strategies for AIM Success*

Tong Zhou (Joseph):

- *How to Turn AI Tools into the Best Teaching Aids*
- *The Language-based AI Chatbot Helps Us More Than We Thought*

PALM Chinese:

- *Elevate Teacher Productivity with Technology, AIGC Empowers Chinese Language Teaching!*



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Standard 1: Know students and how they learn

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.2 Understand how students learn
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

Standard 2: Know the content and how to teach it

- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.3 Curriculum, assessment and reporting
- 2.5 Literacy and numeracy strategies
- 2.6 Information and Communication Technology (ICT)

Standard 3: Plan for and implement effective teaching and learning

- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 3.5 Use effective classroom communication
- 3.6 Evaluate and improve teaching programs

Standard 4: Create and maintain supportive and safe learning environments

- 4.1 Support student participation
- 4.2 Manage classroom activities
- 4.3 Manage challenging behaviour

Standard 5: Assess, provide feedback and report on student learning

- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.3 Make consistent and comparable judgements
- 5.4 Interpret student data
- 5.5 Report on student achievement

Standard 6: Engage in professional learning

- 6.1 Identify and plan professional learning needs
- 6.2 Engage in professional learning and improve practice
- 6.3 Engage with colleagues and improve practice
- 6.4 Apply professional learning and improve student learning

Standard 7: Engage professionally with colleagues, parents/carers and the community

- 7.4 Engage with professional teaching networks and broader communities