Subject prototype | version: 1 | date: 10/10/2025

SUBJECT: Languages Continuers

What is a subject prototype?

A subject prototype is used to test key ideas, learning design and assessment approaches, and how these enable the key drivers. Feedback from teachers and experts helps to shape the development of the new subject as part of the co-design process.

**** FIRST ITERATION ** NOT FOR IMPLEMENTATION ****

Key driver(s):	**Principle/technique/method:**
Metacognition, Deep Authentic Learning, Agency	1. Creative expression 2. Exchanging meaning 3. Language in Action

Prototype description

Creative Expression

- This prototype was designed to test whether when students create texts with purpose, voice and imagination they engage more personally and deeply with the target language.
- Students produced a bilingual creative text of their choice related to a theme studied in class. Students annotated the creative text in English to move beyond what they wrote to examine how and why they wrote it

Exchanging Meaning

- This prototype was designed to test assessment approaches that valued authentic language use in real world contexts that were meaningful to students
- Students used personally relevant visual stimuli that represented an aspect of their identity and engaged in a prepared but unscripted interaction with their teacher in their target language.

Language in Action

- This prototype was designed to test whether broadening the scope of the ideas to include activities like the opportunity for projects or community engagement activities emphasises the value of the language learning journey itself not just the final product
- Students have the agency to choose and area of action or investigation that is personally meaningful

What we learnt

Impact

- Students embraced choice and creativity
- Students were more engaged when exploring real world issues, indicating a preference for issue based real life learning
- Students and teachers were able to shift from rehearsed perfection to authentic meaning making
- Despite initial apprehension around unscripted engagement, students acknowledge a deeper feeling of achievement and personal satisfaction upon completion

Challenges

- Students required support and guidance when engaged in open ended tasks
- While metacognition and intercultural reflection are essential, it must be embedded in quality teaching practice
- There may be a risk of student agency and natural evidence of learning becoming templated and formulaic

Deep Authentic Learning

Student Agency

Natural Evidence of Learning

Metacognition

Capabilities