



**2022 NATIONAL CONFERENCE
FOR TEACHERS OF GERMAN**

EMBRACING DIVERSITY

GELEBTE VIELFALT

**9-10 SEPTEMBER 2022
PULLMAN ALBERT PARK
MELBOURNE**

50 YEARS
AUSTRALIA

**GOETHE
INSTITUT**

Sprache. Kultur. Deutschland.

SPRACHE. KULTUR. DEUTSCHLAND.

Das Goethe-Institut e.V. ist das weltweit tätige Kulturinstitut der Bundesrepublik Deutschland. Mit 157 Instituten in 98 Ländern fördert es die Kenntnis der deutschen Sprache im Ausland, pflegt die internationale kulturelle Zusammenarbeit und vermittelt ein aktuelles Deutschlandbild durch Information über das kulturelle, gesellschaftliche und politische Leben in Deutschland.

THE CONFERENCE
IS ORGANISED BY

Goethe-Institut Australien
448 St Kilda Road
Melbourne VIC 3004
P +61 3 9864 8999
info-melbourne@goethe.de
www.goethe.de/australia

VENUE

Pullman Albert Park
65 Queens Road
Melbourne VIC 3004
P +61 3 9529 4300
www.pullmanalbertpark.com.au

REGISTRATION

The conference registration desk is located in the Mercure hotel lobby left from the main lobby on the ground floor. Signage to direct you will be available. Registration will be open from 12.00PM on Friday and 9.00AM on Saturday.

CAR PARKING

Discounted car parking is available for \$18 per 24 hours, per exit. You will be provided with a follow-up ticket and when leaving the car park you will need to take both tickets to an automatic pay machine (located on B1 and B2). The original entry ticket needs to be inserted first, followed by the follow-up ticket to reduce the cost.

INTERNET

Please use the internet code:
GOETHEINSTITUT to access free Wi-Fi.

TRADE SHOW

We are fortunate to have the support of several organisations and companies, whose stands will be located in the lobby/registration area. Please show your appreciation by visiting their stands during the morning tea, lunch and afternoon tea breaks and use the opportunity to view new materials and ideas for your German classes.

MEALS AND DRINKS

Morning tea, afternoon tea and lunch will be served in the hotel lobby on the ground floor near the exhibitor stands. The conference dinner will be held in Lake Room from 7.30PM. Pre-dinner drinks will be served in the Lake Room Lobby from 7.00PM.

PLEASE NOTE: Admission to the conference dinner is only available for those who booked the dinner upon registration or with personal invitation.

HERZLICH WILLKOMMEN WELCOME

Liebe Konferenzteilnehmende,

Vielfalt begegnet uns im Deutschunterricht in zahlreichen Facetten. Sie bezieht sich nicht nur auf die persönliche Identität sowie die sprachlichen, kulturellen oder sozioökonomischen Hintergründe von Schüler*innen und Lehrkräften, sondern kann auch als eine Vielfalt unterschiedlicher Bedürfnisse, Lehr- und Lerntypen, Erfahrungen und Perspektiven verstanden werden. Das Bewusstsein für diese Vielfalt sowie die Wahl geeigneter Unterrichtsmethoden und -materialien sind grundlegend, um für Schüler*innen eine motivierende Lernumgebung zu schaffen, die nicht nur ihre Sprachkenntnisse fördert, sondern sie gleichermaßen auf das erfolgreiche Bestehen in einer globalen, sich stetig wandelnden Welt vorbereitet. Zwei Keynotes von internationalen Gastsprecherinnen aus Neuseeland und Österreich sowie zahlreiche Präsentationen und Workshops von Referent*innen aus ganz Australien nähern sich dem Thema Vielfalt im Deutschunterricht aus ganz unterschiedlichen Richtungen. Sie zeigen Ihnen Ideen und praxisnahe Wege auf, auf die Vielfalt in Ihrem Klassenraum einzugehen und Ihren Deutschunterricht vielfältig zu gestalten.

Seit der letzten Nationalkonferenz für Deutschlehrende in Australien sind vier Jahre vergangen. Eine weltweite Pandemie liegt hinter uns, die unser aller Leben, unsere Arbeit und auch das Deutschlehren und -lernen verändert hat. Für viele von uns war diese Zeit in persönlicher wie beruflicher Hinsicht eine Herausforderung. Doch nehmen wir auch eine ganze Reihe positiver Entwicklungen aus dieser Zeit mit. Wir haben uns neue Formen des Unterrichtens erschlossen. Der Einsatz digitaler Tools und innovativer Unterrichtstechniken wird auch nach der Pandemie ein Zugewinn für den Deutschunterricht sein. Wir haben Wege gefunden, die deutschsprachigen Länder für unsere Schüler*innen auch auf virtuelle Weise erlebbar zu machen. Es ist Ihrem kontinuierlichen Engagement und Ihrer Motivation zu verdanken, dass das Unterrichten der deutschen Sprache an australischen Primar- und Sekundarschulen gestärkt aus Pandemie hervorgeht und dass der interkulturelle Austausch von nun an wieder verstärkt stattfinden kann.

In diesem Jahr gibt es im Rahmen der Nationalkonferenz gleich mehrere Meilensteine zu würdigen: 70 Jahre diplomatischer Beziehungen zwischen Australien und Deutschland, das 50-jährige Bestehen des Goethe-Instituts in Australien sowie das 20-jährige Bestehen des Network of Australian Teachers of German (NATG). In all diesen Jahren war es für das Goethe-Institut stets ein besonderes Anliegen, in Zusammenarbeit mit seinen Partnern vor Ort das Deutschlehren und -lernen in Australien zu fördern. Dies möchten wir gemeinsam mit Ihnen feiern.

Ich freue mich sehr, dass wir uns endlich wieder persönlich begegnen können, und wünsche Ihnen einen anregenden Austausch während der Konferenz.

Claudia Kolbe

Leitung der Spracharbeit
Stellvertretende Institutsleitung
Goethe-Institut Australien



CONFERENCE PROGRAM

FRIDAY 9 SEPTEMBER

12.00PM – 1.00PM

Registration, Lunch and Trade Show [Lobby]

1.00PM – 1.15PM

Welcome and Housekeeping

Christoph Mücher & Claudia Kolbe, Goethe-Institut

1.15PM – 1.45PM

Angebote des Goethe-Instituts für Deutschlehrer*innen und Deutschschüler*innen

1.45PM – 2.45PM

Programs for German across Australia. NATG Reports

German Teachers' Associations and Networks (ACT, NSW, NT, QLD, SA, TAS, VIC, WA)

KEYNOTE 1

2.45PM – 3.15PM

ALEXANDRA TÖNIGES (NZ)

Die Erschließung von Lernräumen vielfältig denken. Diversität in Methodik und Didaktik im Deutschunterricht – am Beispiel Neuseelands

3.15PM – 3.45PM

Afternoon Tea and Trade Show [Lobby]

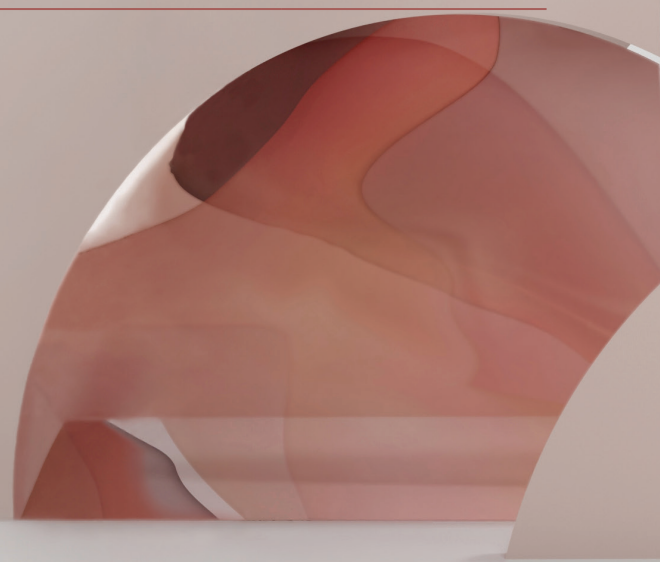
	LAKE ROOM 1-2	LAKE ROOM 3-4	PARK ROOM	ALBERT ROOM
SESSION 1 3.45PM – 4.30PM	CATHERINE CARRÉ-KARLINGER (AT) Die Welt der Sprachen entdecken	SARAH JOHNSTON & JENNA BAUGHURST (QLD) Germany via virtual reality. Virtual travel in a post-Covid world	KEN MACKENZIE (NSW) Mein ZOOM tut weh. Video als Ersatzlehrer	TANJA COLGAN (WA) Klatschen, Stampfen, Body Percussion
SESSION 2 4.30PM – 5.15PM	BROOKE FUERBACH (NSW) The Power of literature in an Early Years classroom	SIMONE PHILLIPS (QLD) Raus mit der Sprache. How to use <i>flip.com</i> and get your students to increase the amount of speaking	MICHAEL ATKINSON & FRANCES HOLL (VIC) Towards valuing First Nations Australian culture in the languages classroom	PAULA HAY (QLD) Die Posterreihe <i>How... is German?</i> Wie können wir sie im Unterricht einsetzen?

7.00PM – 7.30PM

Pre-Dinner Drinks [Lake Lobby]

7.30PM – 11.00PM

Conference Dinner [Lake Room 1-4]



SATURDAY 10 SEPTEMBER

9.00AM – 10.00AM

Registration, Lunch and Trade Show [Lobby]



10.00AM – 10.15AM

Welcome and Housekeeping

Christoph Mücher & Claudia Kolbe, Goethe-Institut

KEYNOTE 2

10.15AM – 10.45AM

CATHERINE CARRÉ-KARLINGER (AT)

**„Wir brauchen einen neuen Blick auf unsere globalisierte mehrsprachige Welt.“
Gelebte Diversität und schulische Sprachenbildung: eine europäische Perspektive**

10.45AM – 11.15AM

Morning Tea and Trade Show [Lobby]

	LAKE ROOM 1-2	LAKE ROOM 3-4	PARK ROOM	ALBERT ROOM
SESSION 3 11.15AM – 12.15PM	CATHERINE CARRÉ-KARLINGER (AT) Meine Sprachen und ich	RACHEL VALENT & KATHERINA ROSOWSKI (QLD) Learning German through digital and hands-on activities: embracing the diverse needs of language students	JOEL TURNBULL (SA) Using <i>Twinery</i> in/for the German class. Create digital games, quizzes and non-linear narratives	LAURA JOHNSTONE & KIM KOHLMAN (VIC) Engaging in German in Regional Schools
SESSION 4 12.15PM – 1.15PM	ALEXANDRA TÖNIGES (NZ) Mindfulness and well-being in the foreign language classroom	HEIKE CRAIG (ACT) Deutschland. Kennen. Lernen – Vielfalt in und mit der Deutschlandcollage	AARJON SMITH (QLD) Four Dimensions: Supporting language teacher decision making to influence classroom culture and change student behaviour	ALEXANDER CHRIST (NSW) Correcting mistakes for long term retention
1.15PM – 2.15PM	Lunch and Trade Show [Lobby]			
SESSION 5 2.15PM – 3.15PM	DOROTHEA BRUNS (VIC) & SARAH JOHNSTON (QLD) Superfrauen. Diversität und weibliche Perspektiven im Deutschunterricht	JULIA MUELLER (WA) High Impact Teaching Strategies in the language classroom. How can I incorporate HITS in my classroom?	NATHANIEL SMITH (VIC) Developmental Rubrics: ein Bewertungsschema mehr als Notenverteilung	AGTV COMMITTEE (VIC) A diverse look at Berlin. Engaging students from F-12
3.15PM – 3.45PM	Afternoon Tea and Trade Show [Lobby]			
SESSION 6 3.45PM – 4.30PM	ALEXANDRA TÖNIGES (NZ) Native birds in Aotearoa. A showcase	TANYA SIEBERT & KIRSTY HICKMAN (SA) Genderinklusive Sprache im DaF-Unterricht	JACLYN CURNOW (VIC) Bau dir eine Eselsbrücke! Memory tricks for structure (text and sentence)	HELENA SALLES & MADELEINE SIM (VIC) A short journey through the capitals of the DACHL countries

4.30PM – 4.45PM

Ausblick und Verabschiedung

Claudia Kolbe, Goethe-Institut

PRESENTER DETAILS

MICHAEL ATKINSON has taught German in Victorian schools for over 20 years. He is currently a learning specialist and distance education teacher at the Victorian School of Languages, an inaugural participant in the Teaching Excellence Program at the Academy and has a special interest in effective feedback and learning technologies.

JENNA BAUGHURST has been teaching in Queensland State Schools for ten years, working across a number of schools in both primary and secondary in a range of different settings. She currently teaches in the German Immersion Program at Kenmore State High School. Among a range of German-teaching related extra-curricular activities, Jenna is the Vice-President of the German Teachers' Branch of MLTAQ and a Professional Learning Facilitator for the Goethe-Institut. She loves engaging with other passionate language educators and looks forward to celebrating 50 years of Goethe-Institut support for German language educators with you in Melbourne.

DOROTHEA BRUNS ist Lehrkraft für Deutsch als Fremdsprache am Brentwood Secondary College in Melbourne. Als Leitung der Sprachenfakultät entwickelt sie in Zusammenarbeit mit ihren Kolleg*innen ein motivierendes und authentisches Curriculum. Dorothea ist seit 2020 Multiplikatorin für das Goethe-Institut.

CATHERINE CARRÉ-KARLINGER ist gebürtige Französin und lebt seit vielen Jahren in Österreich. Sie hat Geschichte/Politische Bildung, Deutsch als Fremdsprache und Französisch als Zweit- und Fremdsprache studiert. Zunächst Universitätslektorin für Französisch, war sie 2002–2021 Dozentin für Sprachendidaktik an der Pädagogischen Hochschule Oberösterreich. Dort lehrte sie Deutsch als Zweitsprache sowie zu Themen der Mehrsprachigkeit und der interkulturellen Bildung. Sie leitete auch das 2013 gegründete Zentrum für Sprachliche Vielfalt und Transkulturalität. Im internationalen Kontext hat sie zahlreiche Projekte zu Mehrsprachigkeit koordiniert. Derzeit kooperiert sie mit dem Bundeszentrum für Sprachliche Bildung im Kontext von Migration und Mehrsprachigkeit (NCoC BIMM) und ist als Expertin an verschiedenen Projekten des Europäischen Fremdsprachenzentrums des Europarats (EFSZ/ECML) beteiligt.

ALEXANDER CHRIST has been working at GISS (German International School) for 10 years teaching German as a foreign language, Spanish, Biology, PE (mostly IB and upper secondary). For five years he has been working as the CLIL (Content and Language Integrated Learning) coordinator at the school.

TANJA COLGAN has been teaching in WA since 2000, primarily in the primary school sector. Tanja is the president of TAGWA and a Professional Learning Facilitator for the Goethe-Institut. She has presented workshops, organised state conferences, created and shared many resources and planned numerous German Days Out for primary schools in WA. Tanja has achieved Level 3 Classroom Teacher status and is always open for innovative ideas and new challenges.

THE AGTV COMMITTEE regularly collaborates to produce materials to support the teaching and learning of German.

HEIKE CRAIG hat einen Magisterabschluss in Germanistik und Anglistik und ein Lehrzertifikat für Deutsch als Fremdsprache von der Friedrich-Schiller-Universität Jena. Sie unterrichtet seit 1998 Deutsch in Australien und hat schon in Queensland und Victoria gearbeitet. Im Moment unterrichtet Heike Deutsch und Geografie am Daramalan College in Canberra. Sie hat außerdem an Deutschlehrwerken mitgeschrieben und sucht immer nach Wegen, den DaF-Unterricht authentisch und spannend zu gestalten. Heike ist die Multiplikatorin für das Goethe-Institut, hält Fortbildungen und hat Arbeitsmaterialien für das Goethe-Institut entwickelt. Ein großes Interesse von ihr liegt auf dem Thema Nachhaltigkeit und dessen Umsetzung in allen Bereichen.

JACLYN CURNOW is a teacher of German, who has worked with Middle School students and Senior Secondary students. She understands the challenges and exciting opportunities that language teachers have to empower students and build their confidence and skills as they learn a new language. Her students enjoy using a range of digital tools and thinking routines which she embeds into the curriculum to provide differentiation and engage learners. Songs are regularly played in her classroom, as music improves students' memory and learning capability. As a long serving committee member of the AGTV and MLTAV, Jaclyn highly values collaboration and advocacy.

BROOKE FUERBACH was educated at Macquarie University where she gained a Bachelor of Arts/Diploma of Education, as well as a Diploma in Language (German). Whilst studying she received two Goethe travel scholarships to study in Germany, one for being a pre-service German language teacher. Brooke has spent the majority of her career working as a German/English language teacher at bilingual schools, currently the International Grammar School, and prior to that, the German International School Sydney. Whilst she has also worked as a lecturer at Macquarie University in the Department of Languages, Brooke gets the most joy working with the younger learners and watching them make unparalleled literacy gains.

PAULA HAY unterrichtet an drei verschiedenen Grundschulen in Queensland. Dieses Jahr feiert sie ihr 35-jähriges Jubiläum als Deutschlehrerin. Paula organisiert Workshops und Konferenzen für Deutsch- und Sprachlehrer*innen und viele Schülertage und Schüleraustauschprogramme. Eine ihrer größten Aufgaben ist die Organisation des Oktoberfests für Teens – fast 2000 Lehrer*innen, Eltern und Schüler*innen feiern dort zusammen. Als Multiplikatorin des Goethe-Instituts engagiert sich Paula seit 30 Jahren für den MLTAQ und gründete 2005 den Deutschlehrer*innenverband German Teachers' Branch Queensland, für den sie als Präsidentin tätig ist. Paula ist zudem involviert im NATG, arbeitet eng mit dem Honorarkonsulat in Brisbane zusammen und besucht regelmäßig den Runden Tisch der deutschen Sprache in Queensland.

KIRSTY HICKMAN has been an educator of the German language and culture for 20 years in South Australian secondary schools. In her various roles as a Goethe-Institut Professional Learning Facilitator, Learning Area Leader for Languages at Pulteney Grammar School and President of the South Australian German Teachers' Association, Kirsty enjoys sharing practical ideas with fellow German teachers to assist them in providing engaging, meaningful curriculum to our German learners.

FRANCES HOLL teaches German at Brentwood Secondary College. She has organised successful student-directed German Christmas Markets and run German immersion camps and tours throughout her twelve years teaching in both primary and secondary schools. Frances has presented at the MLTVAV, local network PD, and is a Teaching Excellence Program participant.

SARAH JOHNSTON has been teaching in Queensland in a range of settings for over 20 years. She currently teaches in the German Immersion Program at Kenmore State High School. In particular, Sarah enjoys working with senior languages students, guiding them through school-based assessments and preparing them for external exams. She is also Secretary of the German Teachers' Branch of MLTAQ and a Goethe-Institut Professional Learning Facilitator and is looking forward to sharing her experiences in Melbourne.

LAURA JOHNSTONE grew up and learnt German in Bendigo in Regional Victoria. After studying German and Linguistics at The University of Melbourne, she studied a Masters of Teaching. Laura brings almost 6 years of classroom experience, in both Metropolitan and Regional schools, and is passionate about languages programs in Regional schools.

KIM KOHLMAN began learning German in Grade 5, went on exchange to Switzerland in Year 11, completed VCE German via correspondence through the Victorian School of Languages and studied German, Linguistics and Psychology at The University of Melbourne. She has a DipEd (Primary) from LaTrobe University and has been teaching for 14 years. Kim first started teaching German in 2021.

KEN MACKENZIE was born on Scotland's West Coast and came to Australia at the age of 12 where he grew up on the sunny Northern Beaches of Sydney. After school he embarked on an 8-year round the world odyssey which saw him collect interesting new experiences and work in various fields including butchery, fishing and graphic design. Ken attended university in both Australia and Germany as a mature age student and studied German, French and European History. His interests include sailing, football, shinty, scouting, piping and his two young children. He also works passionately in the preservation of his native Scottish Gaelic Language from afar. He currently teaches German and French at Mackellar Girls High School, a comprehensive public girls school in Sydney's North.

JULIA MUELLER has spent her first year as a high school teacher at Byford Secondary College in Perth. Julia was born in Germany and moved to Australia in 2000. She has been a teacher for ten years. Furthermore, she has been the Vice President of TAGWA for many years, holds the position of the Western Australian representative for the NATG and has been a member of the MLTAWA committee. Julia has completed her Master's by Research in 2019, focussing on effective feedback, and completed a Cert IV in Training and Assessing in 2020. She is passionate about teaching languages and feels that it is important to share knowledge and resources as much as possible to support each other with this challenging job.

SIMONE PHILLIPS has taught German for 28 years across primary and secondary schools throughout Queensland. As part of her role as teacher she has organised excursions, travelled with students overseas, attended and assisted in German language camps and has presented at conferences. She is currently the treasurer for the MLTAQ German branch. Her interests and passion are making language come alive by getting students to put into action what they have learned. She is a life-long learner and is interested in how language is acquired and brain function.

KATHERINA ROSOWSKI was born in Hamburg but predominately grew up and studied in Tasmania. For the last two years she has been teaching in the German Immersion Program at Ferny Grove State High School in Brisbane. Prior to that, she was teaching at Gymnasium Oldenfelde in Hamburg for nine years and Arndt Gymnasium in Berlin for two years.

HELENA SALLES returned to her home country Brazil after spending a year at the Universität Freiburg as a History student. Here she completed an *Ausbildung zur Lehrerin für Erwachsene* at the Goethe-Institut. In Brazil, Helena acquired experiences teaching German and History to adults and teenagers before coming to Australia. In her second year of living in Melbourne, she undertook a completely new roll, which she has embraced with passion: to teach German at primary level. Helena teaches at Amsleigh Park Primary School and Highvale Primary School. She is an AGTV Committee member and the co-leader of the AGTV – North East Monash Metro Network.

TANYA SIEBERT ist Multiplikatorin für das Goethe-Institut in Südastralien und arbeitet seit 15 Jahren an südaustralischen Schulen, sowohl im Primar- als auch im Sekundarbereich. Sie hat einen Master of Education als Grundschul- und Gymnasiallehrerin in den Fächern Englisch, Deutsch und Mathematik. Sie ist besonders daran interessiert, wie man als Lehrkraft Vielfalt, Gleichheit und Respekt für alle schätzen kann.

MADELEINE SIM was awarded a scholarship through the PAD and the Goethe-Institut and spent a year working as a *Fremd-sprachenassistentin* at a Gymnasium in Mainz after completing a Bachelor of Arts. It was there that she discovered her love of teaching, and upon returning to Australia she completed a Masters of Teaching. In her short career as a teacher, Madeleine has worked at many schools, including the Victorian School of Languages, and Highvale Primary School where she met Helena Salles, another German teacher who shares her passion for teaching at the primary level. Madeleine currently works at Mount Waverley North Primary School as the German teacher and Specialist Team Leader. She is the Under Secretary of the AGTV Committee, and a member of the Goethe-Institut's Young Teachers Network.

AARJON SMITH is a proud HPE/German teacher and endorsed 4D presenter. She has taught across a diverse range of educational settings (Queensland State schools, Outdoor Centre and an American Middle School in Kuwait). Whilst Aarjon has always been passionate about student learning, she has become attuned to the needs of colleagues. *'Often the best PD comes from the teacher down the hall'*. Currently with the German Immersion Program at Kenmore State High School, she has an additional schoolwide role of 4D observer/coach, collaborating with teachers as they reflect and improve, working towards creating a positive whole school culture around behaviour management practises.

NATHANIEL SMITH unterrichtet seit 2015 an der Box Hill High School in Melbourne. Er ist Multiplikator des Goethe-Instituts und interessiert sich für Computertechnologie, Linguistik und Geschichte. Nathaniel hat als Schüler und Student Deutsch gelernt und setzt sich nun als Lehrer leidenschaftlich dafür ein, seine Schüler*innen ebenfalls für die deutsche Sprache zu begeistern

ALEXANDRA TÖNIGES is the National Language Adviser for German with the Goethe-Institut in New Zealand. She is based in Auckland at Epsom Campus, University of Auckland. Before coming to Aotearoa she had taught German and ESOL in Germany and various countries. Once she had completed her Master's at the University of Cologne, she went to the UK for her teaching diploma. Ever since then Alexandra has been interested in second language acquisition. She firmly believes that every language we learn not only opens a window to another culture but also leads to invaluable new opportunities. One of her keen interests is finding ways to combine cultural competency and media literacy in the foreign language classroom. Outside of teaching, Alexandra loves listening to music, reading, traveling and she enjoys being out in the beautiful nature of Aotearoa with friends and family.

JOEL TURNBULL has been teaching German in South Australian high schools since 2015. He has previously presented at SAGTA conferences on topics such as ideas for online learning, creating escape rooms and incorporating Aboriginal and Torres Strait Islander cultures and histories into German teaching. Joel enjoys trying out new ideas and sharing them with others.

RACHEL VALENT has been teaching in Queensland since 2009, primarily in the Secondary school sector. For the last seven years she has been teaching at Ferny Grove State High School in Brisbane primarily focused on teaching mainstream German classes with a few German Immersion classes thrown in as well. Rachel is always open to new ideas, new technologies and their application in the German classroom.

FRIDAY 9 SEPTEMBER



ALEXANDRA TÖNIGES

Die Erschließung von Lernräumen vielfältig denken: Diversität in Methodik und Didaktik im Deutschunterricht – am Beispiel Neuseelands

Am Beispiel des Deutschunterrichts in Neuseeland schauen wir, welche Modelle aus der Praxis geeignet erscheinen, einen zeitgenössischen Deutschunterricht vielfältig zu gestalten. Dabei betrachten wir Beispiele, die Lernräume digital und analog erschließen und erörtern Chancen und Möglichkeiten, die ein fächerübergreifender Fremdsprachenunterricht mit sich bringt.

SESSION 1

CATHERINE CARRÉ-KARLINGER **Die Welt der Sprachen entdecken**

Die Primarstufe legt den Grundstein für lebensbegleitendes Lernen und soll für alle Kinder einen Beitrag zum Verständnis von Diversität leisten. Mit pluralistischen Ansätzen kann sie der zunehmenden sozialen und sprachlichen Vielfalt in der Gesellschaft Rechnung tragen und Kinder bei der Entwicklung ihrer sprachlichen und interkulturellen Kompetenzen unterstützen. Dieser Workshop knüpft thematisch an die Keynote an und richtet sich an Lehrpersonen der Primarstufe. Ideen und Konzepte, die eine Sensibilisierung für Kultur und Sprache anregen, werden gemeinsam diskutiert. Ausgewählte Aktivitäten für das Klassenzimmer, die zur Entwicklung von Sprachbewusstheit beitragen und zum Sprachenlernen einladen – wie etwa die Arbeit mit deutschsprachigen und mehrsprachigen Bilderbüchern – werden vorgestellt.

SARAH JOHNSTON & JENNA BAUGHURST **Germany via virtual reality. Virtual travel in a post-Covid world**

From red brick in the north, to half-timbered in the south, to everything in between – Germany is a land of diversity in many senses. In this workshop we will explore contemporary and classic resources from the Goethe-Institut to bring pieces of the diverse Landeskunde of Germany into our classrooms. In a post-Covid world we are learning not to take for granted our ability to visit the countries of the language we teach and so it is important to embrace technology to enhance our learners' experiences in the language classroom. Combining these two factors we want to make more opportunities to 'take' our students to Germany without leaving the classroom. With examples from the junior and senior secondary classrooms, we will share our experiences of exploring Germany through The JuniorUni Virtual Reality materials, the Deutschland-Poster and the Goethe German Cities and Landscapes materials.

KEN MACKENZIE **Mein ZOOM tut weh. Video als Ersatzlehrer**

At various times over the last wee while, we have had to adapt to changed learning conditions, whether it be lockdowns or floods, being able to communicate with our students has been a challenge. Sometimes your ZOOM or Teams lesson can be compromised by poor internet and students miss the opportunity to listen properly with their ears and eyes. In this workshop, I want to share some practical and technical tips as well as creative ideas on how we can engage with students when the need arises through video. Whether this be as a substitute for face-to-face learning or as a supplement to support our students in their home revision and onward progress or even teaching practical lessons like baking Lebkuchen. I will look at use of video and audio production, green screen, graphics, puppets and subtitling using computer programs like Photoshop and Premiere Pro.

TANJA COLGAN **Klatschen, Stampfen, Body Percussion**

Dieser Workshop ist ein Snapshot von Klatschspielen, Zungenbrechern, Bodypercussion bis zu Beatboxen. An konkreten Beispielen zeige ich, wie Schüler zur aktiven Teilnahme ermutigt werden und diese Lerngymnastik gleichzeitig Körperwahrnehmung, motorische Fähigkeiten und Sprache fördert. Geeignet für Primarstufe und untere Sekundarstufe.

SESSION 2

BROOKE FUERBACH

The Power of literature in an Early Years classroom

Evidence shows that the use of children's literature can help facilitate student learning in content, communication, cognition and culture – the 4Cs of a CLIL approach (Graham et al, 2021). But in an Australian context there is scrutiny about whether a CLIL approach can be fully successful (Turner et al, 2013) given the lack of time afforded to language learning in the timetable. Whilst educators know the power of using children's literature in the Early Years, language educators often feel that the literature they have on hand is too old or no longer culturally appropriate. Resources or materials might no longer be engaging or relevant, or the language level may be too difficult for the students they have in their classrooms. Using examples from my own practice, I will show how it is possible to update or use modern literature to help facilitate learning in the 4Cs – content, communication, cognition and culture – In an Early Years setting, despite the limited classroom time educators have.

SIMONE PHILLIPS

Raus mit der Sprache – How to use *flip.com* and get your students to increase the amount of speaking

Flip, formerly known as *Flipgrid*, is a video-based tool that allows discussion across digital devices, but in a fun and engaging way that makes it ideal for use in education. This presentation will take you through step-by-step on how to use it and will give you ideas how to implement it immediately in your classroom. It is suitable for all classrooms. The intention of this presentation is to let you walk away with confidence on how to use this video-based tool and will increase your enthusiasm to inspire you students.

MICHAEL ATKINSON
& FRANCES HOLL

Towards valuing First Nations Australian culture in the languages classroom

Inspired by a seemingly simple question about how language teachers incorporate Aboriginal and Torres Strait Islander culture, history and language links in the German language classroom, an investigation into and the design of easy, meaningful strategies was born. This workshop will introduce a range of strategies designed to fit seamlessly within the curriculum and the topics you are already teaching in your classroom, whilst ensuring we are helping students identify and use meaningful links between German language and culture, and the languages and cultures of our First Nations Peoples.

PAULA HAY

Die Posterreihe *How... is German?* Wie können wir sie im Unterricht einsetzen?

Wenn Sie auf der Suche nach Postern für Ihren Klassenraum oder zur Bewerbung des Deutschprogramms an Ihrer Schule sind, könnten diese vom Goethe-Institut Neuseeland entwickelten Poster genau das Richtige sein. Die Poster sind in zehn Designs erhältlich und zeigen die Ähnlichkeiten von deutschen und englischen Wörtern. Im Zentrum des Workshops stehen die vielfältigen Einsatzmöglichkeiten im Unterricht, von der Grundschule bis hin zur Sekundarstufe. Die Materialien wurden von Paula Hay und Anja Schulz als Multiplikator*innen des Goethe-Instituts entwickelt.

SATURDAY 10 SEPTEMBER

KEYNOTE
2

CATHERINE CARRÉ-KARLINGER

„Wir brauchen einen neuen Blick auf unsere globalisierte mehrsprachige Welt.“ Gelebte Diversität und schulische Sprachenbildung: eine europäische Perspektive

Die zunehmende sprachliche und kulturelle Diversität unserer modernen Gesellschaften, insbesondere in städtischen Gebieten, gilt als unumkehrbares weltweites Phänomen und prägt unseren Alltag mit zahlreichen gesellschaftlichen Veränderungen. Paradoxerweise stimuliert dies die hegemonialen Tendenzen einzelner Sprachen, die auf Kosten anderer einen immer größeren Sprachenraum erobern. National geprägte Sichtweisen prallen auf die mehrsprachige Realität einer globalen Migrationsgesellschaft und schaffen dadurch vor allem soziokulturelle Ungleichheiten. Wie reagieren Bildungssysteme auf diese unaufhaltsame Dynamik? Wie kann eine diversitätsbewusste Bildung gestaltet werden, die offen und sensibel für Veränderungen ist? Der Vortrag beschäftigt sich mit den vielen Gesichtern der Mehrsprachigkeit aus europäischer Perspektive und thematisiert insbesondere den kontroversiellen Stellenwert der deutschen Sprache in der österreichischen Bildungslandschaft. Die gesellschaftspolitischen Debatten um die Mehrsprachigkeit sind im europäischen Raum geprägt von einer starken Polarisierung, die einen bestimmenden Einfluss auf die Qualität schulischer Bildung hat. Dennoch stellen die individuellen Lebenserfahrungen in mehreren Sprachen eine unverzichtbare Ressource dar. Die Didaktik der Mehrsprachigkeit setzt sich für einen reflektierten Umgang mit ethno-kulturellen Differenzen ein. Kulturreflexive Ansätze tragen zur Förderung neuer Entwürfe für eine gelingende Integration und für soziale Kohäsion bei und möchten so der Gefahr vor sozialen Brüchen vorbeugen. Schließlich läge es im Interesse aller, jede sprachliche Ressource wertzuschätzen und sie für eine Schule nutzbar zu machen, die durch die Qualität ihrer Arbeit zur individuellen Entfaltung wie zur Lösung gesellschaftlicher Probleme beiträgt.

SESSION 3

CATHERINE CARRÉ-KARLINGER
Meine Sprachen und ich

Selbstreflexion ist eine Voraussetzung für den professionellen Umgang mit Sprachen und Kulturen im Klassenzimmer. Durch die gezielte Beobachtung des eigenen sprachlichen Umfelds und die Auseinandersetzung mit sprachbiographischen Erzählungen sollen eigene Emotionen und Einstellungen zu Sprachen und Kulturen zugänglich gemacht werden. Die affektive und kulturelle Dimension von Sprache(n), die Rolle von Sprachen bei der Konstruktion von Identitäten, das individuelle Sprachenrepertoire, die Wertung und Variationen im Sprach(en)gebrauch sowie die Wahrnehmbarkeit von Sprache(n) im öffentlichen Raum können dabei thematisiert werden. In diesem Workshop werden Einblicke in die Arbeit mit „Sprachenportraits“ und „linguistic landscape“ gewährt und praktisch illustriert. Abschließend werden in diesem Zusammenhang einzelne Aktivitäten zu Sprachbewusstheit am Beispiel der Plurizentrik der deutschen Sprache vorgestellt. Dieser Workshop knüpft thematisch an die Keynote an und richtet sich an Lehrpersonen der Sekundarstufe.

RACHEL VALENT
& KATHERINA ROSOWSKI

Learning German through digital and hands-on activities: embracing the diverse needs of language students

This presentation is for German teachers with students between the levels of A1-B2, focussing on the use of both digital and hands-on activities in the classroom space. The aim of these activities is to activate students' language and to motivate through game play (sometimes without the students even realising that they are learning!). Some of the successfully implemented interactive tasks predominately include the use of game-based websites and apps targeting student vocabulary acquisition and using the target language successfully. Our session will aim to give teachers practical tips and ideas on how to implement both digital and hands-on activities in the classroom using tried, tested and recommended activities and websites ready for classroom use.

JOEL TURNBULL
Using Twinery in/for the German class. Create digital games, quizzes and non-linear narratives

"Twine is an open-source tool for telling interactive, nonlinear stories" – twinery.org. It can also be used for creating quizzes, games, and much more. This workshop will showcase a few ideas that I have created using Twine. I will also show you how you (or your students) can create something, too. Some basic knowledge of coding (CSS, HTML, Java) is an advantage, but absolutely not necessary (I have almost none). A laptop is required to participate fully in this workshop.

LAURA JOHNSTONE
& KIM KOHLMAN

Engaging in German in Regional Schools

We work with a diverse range of learners in a low-socioeconomic regional area. Our demographic of students is not academically inclined, especially when it comes to learning a second language. Many of our learners often have little to no connection to *why* we should learn a second language; they are so far removed from the concept of travel and intercultural connection. This presentation will show how we have focused in our school on building the *joy* that comes from learning a language, and learning about another culture in a variety of ways, such as intentionally and regularly reviewing curriculum documentation, pre- and post-testing so that students can clearly see and *own* their learning and progress and using a variety of learning strategies.

SESSION 4

ALEXANDRA TÖNIGES
Mindfulness and well-being in the foreign language classroom

Incorporating mindfulness and well-being into the German language classroom has been associated with improved academic, social, and emotional learning. Results of studies indicate that learners show significant signs of academic achievement and increased attentiveness compared to learners who have not experienced mindfulness activities over an extended period of time. In this workshop you will learn more about the importance and origins of mindfulness in our current times, you will get to know some resources and experience some hands-on activities. There will be time to produce a resource or to reflect how you could include the concept of well-being and mindfulness into your German language classroom.

HEIKE CRAIG
Deutschland. Kennen. Lernen – Vielfalt in und mit der Deutschlandcollage

Die neue Deutschlandcollage bietet einen neuen, erfrischenden Einblick in die gelebte Vielfalt in Deutschland. Ob man nur eine Stunde oder einen ganzen Tag hat, mit der Deutschlandcollage kann man spielend mehr über Deutschland und über die Aktivitäten und Interessen junger Menschen erfahren. Im Workshop sehen wir uns einige Aktivitäten genauer an und sprechen darüber, wie man sie auf verschiedene Sprachniveaus anpassen kann. Wie kann man die Collage interaktiv nutzen und wie kann sie genutzt werden, wenn keine „devices“ zur Verfügung stehen? Wenn möglich, bitte die App vorher herunterladen.

AARJON SMITH
Four Dimensions: Supporting language teacher decision making to influence classroom culture and change student behaviour

It is widely acknowledged that students learn best when they are in a supportive, positive environment – however, teachers teach best, when they too are supported. Whilst teachers may love their profession and are passionate about delivering a curriculum rich in academic rigor and catering for the needs of every student – teachers often struggle with the day to day challenges of dealing with poor student behaviour. This often leads to teacher frustration, fatigue and ultimately burn out. *"In everyday classroom situations, teacher decisions are influenced by cognitive load and affect. Cognitive demands related to decision-making by teachers and associated affect, influence future decisions, providing a juncture to change potential outcomes"* (McCarty, Redmond & Peel: 2021). Know what you want your classroom to look like, but not knowing how to get there? Then this practical workshop is for you. Based on the PhD work of Caroline Blackley (nee McCarty) and the principles of 4D, this snapshot gives you the foundation skills to start your reflective practise journey to analyse your own teacher behaviours in your teaching space. Work towards creating a supporting environment enabling you to reach more students in your classroom – and help you to reduce your stress.

ALEXANDER CHRIST
Correcting mistakes for long term retention

The idea of having this workshop is to provide the participants with some background info regarding mistakes (origin, error vs. mistake, kinds of mistakes, categorizing of mistakes). Furthermore, technics will be introduced to prevent mistakes from happening in oral and written production (Do's and Don'ts, non-verbal technics: mimics and gestures). On top of that, some tools such as a self-evaluation sheet for the correction of mistakes will be used.

SESSION 6

DOROTHEA BRUNS
& SARAH JOHNSTON

Superfrauen. Diversität und weibliche Perspektiven im Deutschunterricht

Die Podcast-Reihe „Superfrauen“ des Goethe-Instituts erzählt Geschichten aus dem Leben inspirierender Frauen. Ihre Wege durch die Welt sind spannend, sportlich, schlau oder mutig – bei aller Diversität haben die Heldinnen trotzdem eines gemeinsam: Sie sind dynamische Vorbilder. Superfrauen eben! Nach einer kurzen Einführung in das Projekt, das die Niveaustufen A2–C1 umspannt, erfahren Sie anhand eines Praxisbeispiels aus der 12. Klasse, wie Sie diese Podcasts mit den Begleitmaterialien in Ihren Unterricht integrieren können. Anschließend haben Sie die Möglichkeit, die Materialien zu sichten und sich für den eigenen Unterricht inspirieren zu lassen.

JULIA MUELLER

High Impact Teaching Strategies in the languages classroom – How can I incorporate HITS in my classroom?

The HITS are 10 instructional practices that reliably improves student learning wherever they are applied. For any concept or skill that students need to learn, using a HITS to teach it increases the chances that students will learn it, compared to using other strategies. The HITS will not be new to most teachers. The purpose of this resource is to bring them together in one place, along with practical examples of how to use them in the language classroom. The examples will show how to adapt the HITS to different learning goals and needs.

NATHANIEL SMITH

Developmental Rubrics: ein Bewertungsschema – mehr als Notenverteilung

Dieser Vortrag bezieht sich auf die Arbeit des Assessment Research Centres der University of Melbourne und gibt eine Einführung in Developmental Rubrics (Beurteilungsraster). Bei Developmental Rubrics handelt es sich um ein Bewertungsschema, bei dem es nicht um Notenverteilung geht, sondern darum, den Lernprozess und die Entwicklung der Lernenden zu messen. Developmental Rubrics ermitteln Verhaltensweisen und Fähigkeiten und helfen Schüler*innen und Student*innen anhand klarer Kriterien zu erkennen, wo sie in Bezug auf ihre Zielerreichung stehen. Developmental Rubrics können als formative (diagnostische) sowie auch als summative (zusammenfassende) Assessments eingesetzt werden. Sie mindern subjektive Bewertungen und konzentrieren sich auf beobachtbare Fähigkeiten oder Wissen.

AGTV COMMITTEE

A diverse look at Berlin. Engaging students from F-12

In this workshop, different aspects of Berlin will be presented including the significant importance of this vibrant and diverse city in the history of Germany. A range of classroom ideas and resources for Foundation to Year 12 will be discussed including activities projects, texts and websites. This workshop will also include references to the 'Die Berliner Mauer' books, which were offered by the Embassy of the Federal Republic of Germany to the AGTV and other associations and networks in 2020.

SESSION 6

ALEXANDRA TÖNIGES

Native birds in Aotearoa. A showcase

This workshop showcases an interdisciplinary collaborative approach. It will initially be based around the idea of a field trip to Tiritiri Matangi, a bird sanctuary in New Zealand, and the topic of native birds of Aotearoa. Teachers will be provided with a template that could be applied to other areas in New Zealand/Australia. Secondly, there will be a focus on including intercultural studies related to the topic of conservation. There will be room for discussion of how this approach could be applied to the Australian landscape.

TANYA SIEBERT
& KIRSTY HICKMAN

Genderinklusive Sprache im DaF-Unterricht

Welche Aspekte der deutschen Sprache sind "ge-gendert"? Wo spielt "grammatikalisches Geschlecht" eine Rolle? Wie unterrichten Lehrwerke Gender? Wie und warum sollen wir genderinklusive Sprache, Bilder und Texte im Unterricht verwenden? Alle diese Fragen werden im Workshop diskutiert und Ideen werden geteilt. Wir sind keine Expertinnen, aber sprechen aus eigener Erfahrung. Kommen Sie vorbei und zeigen Sie, dass Sie Vielfalt, Gleichheit und Respekt für alle schätzen!

JACLYN CURNOW

Bau dir eine Eselsbrücke! Memory tricks for structure (text and sentence)

Structure is important as authors organise information, cue readers and clarify content. Learners need strategies in their literacy tool that link and compare information. They also need to keep the audience's attention and can achieve this with different sentence starters. This workshop explores mnemonics to improve students' memory and learning capabilities regarding text and sentence structure. Some of the most common metacognitive strategies come in the form of mnemonics, which are meaningful words where the letters in the word each stand for a step in a problem-solving process or for important pieces of information. "As,u,do" reminds learners of five of the coordinating conjunctions. With "AEIOU", students can structure a detailed response to a question. Which Uwe Kind song features several conclusions for informal texts such as role plays, diaries or letters? Come along to this session to find out! Metacognitive strategies teach students to think about their own thinking. Students gain control over their learning by becoming aware of the learning process and mnemonics.

HELENA SALLES
& MADELEINE SIM

A short journey through the capitals of the DACHL countries

There's nothing more exciting for a language learner than to visit the countries where the target language is spoken. In times of online teaching and learning, if a real trip can't occur, a mix of resources might motivate and engage students to feel as if they are finally on holidays. Through a mix of resources, that can be adapted to most year levels, this workshop intends to give teachers some effective ideas on how to engage students on a succinct exploration of the capital cities of the German speaking countries Germany, Austria, Switzerland and Liechtenstein. This unit is suitable for acquiring simple cultural knowledge about the countries, as well as building up grammar and vocabulary related to a variety of topics. Enjoy the tour!

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