

# Reimagining language teacher education: KARDS as a self-regulating teacher education 'curriculum'

Suzanne Barry | AFMLTA Conference 2025

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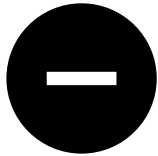
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# Acknowledgment of Country

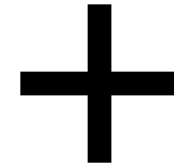
I also acknowledge that we meet here on Kurna lands, which were never ceded. I pay my respects to the First Nations' Traditional Owners of these lands, skies and waterways we now occupy, and affirm the importance of working towards reconciliation.

I recognise the enduring wisdom, strength, love, resourcefulness and brilliance of all First Nations communities and pay my respects to Elders, past, present and those just emerging.

# The Time is Ripe for Change



- **National Languages Plan and Strategy Reports:** All point to an urgent need to grow languages teacher workforce
- **Challenges:** Declining enrolments, teacher confidence, system inertia



- **Plurilingual capability is a national asset**—but it's massively under-realised
- The **Australian Curriculum** has been **emphasising** the importance of **skills and qualities** that have always been **inherent to language learning**.

NLPS calls for increased language learning



Training and keeping more teachers

## My research responds to NLPS: Goal 2 – Teachers and teaching

- Increased and empowered language teacher workforce
- Targeted and relevant PD
- Contribute to their own professional learning

From the NLPS report: **2. Teachers and teaching**



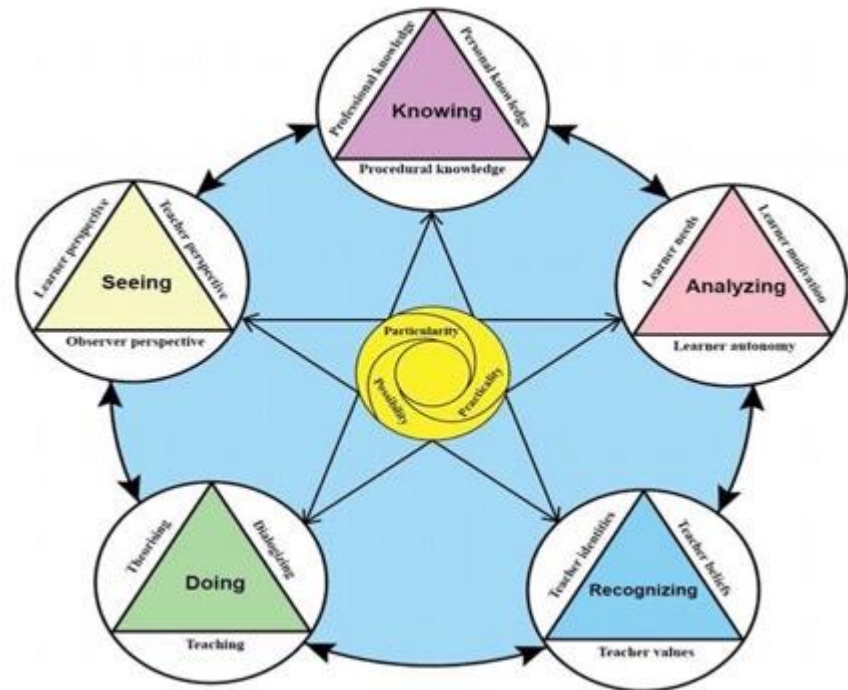
Languages teachers and the work they do needs acknowledgment, recognition, support, and ongoing commitment to improvement and appropriate resourcing. There must be **planning for succession and growth to meet the diverse language learning needs of Australians**. There must be ongoing relevant professional learning for teachers of languages.

**Goal 2a:** For an **increased and empowered language teacher workforce**, skilled to provide engaging and relevant language learning experiences which respond to learner needs across all learning contexts

**Goal 2b:** For national provision of **targeted and relevant ongoing professional learning** for teachers of languages, including opportunities for teachers to design, conduct and **contribute to their own professional learning** collectively in networks and cohorts, suitable to their practice needs.

What kind of teacher  
can meet this  
moment? KARDS →  
it recognises the  
complexity

(Kumaravadivelu,  
2012, p. 125)



| DESCRIPTOR – AFMLTA STANDARD                                                                                                                                              | REFLECTIVE PROMPTS                                                                                                                                                                        | KARDS                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| identify the learning needs of individual learners                                                                                                                        | What do you know about the individual learners you teach and their needs, interests and capabilities?                                                                                     | ANALYSING - LEARNER NEEDS                                          |
| prioritise positive relationships with students and understand the connection between students' health and wellbeing and their academic progress                          | How do you establish and maintain positive relationships with learners and support their wellbeing?                                                                                       | ANALYSING - LEARNER NEEDS + MOTIVATION - ALSO AUTONOMY?            |
| engage with current theories of education, general principles of teaching and learning, and classroom management                                                          | How comprehensively do you understand and engage with the discipline, traditions and debates in languages teaching?                                                                       | KNOWING - PROFESSIONAL KNOWLEDGE + DOING - THEORISING              |
| keep up to date with developments in the field of education through professional learning...                                                                              |                                                                                                                                                                                           |                                                                    |
| are aware of the culture(s) of schooling in the contexts in which they teach                                                                                              | What is the culture of the school in which you teach?                                                                                                                                     | ANALYSING - LEARNER NEEDS                                          |
| actively engage with school and education policies, and curriculum frameworks                                                                                             | What do you know about policy and curriculum documents which are relevant to languages teaching, in your school and more broadly? How can you use this knowledge to inform your teaching? | KNOWING - PROFESSIONAL KNOWLEDGE + DOING - THEORISING              |
| are able to locate languages within a wider educational context, creating connections with other curriculum areas, school priorities and with extracurricular activities. | How do you make connections with other curriculum areas and with extra curricular interests?                                                                                              | SEEING - OBSERVER PERSPECTIVE (SEEING LANGUAGES FROM OTHER KLAS??) |

# We also need a way that?

**01**

Acknowledges our intercultural assets

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**02**

Supports skill development (language, teaching, and classroom management)

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**03**

Encourages self-regulated professional development

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**04**

Provides a framework to self-monitor

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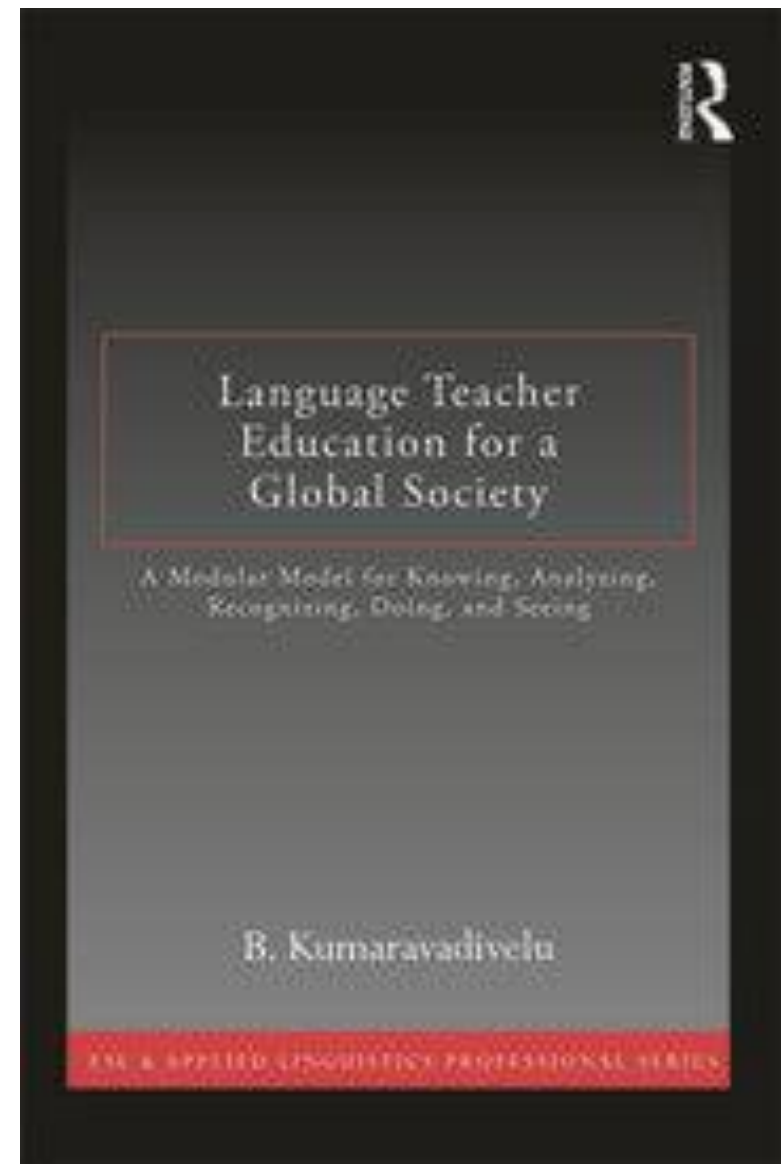
Surprise, surprise, I have a solution.

## Kumaravadivelu's (2012) 'Modular Model for Language Teacher Education'

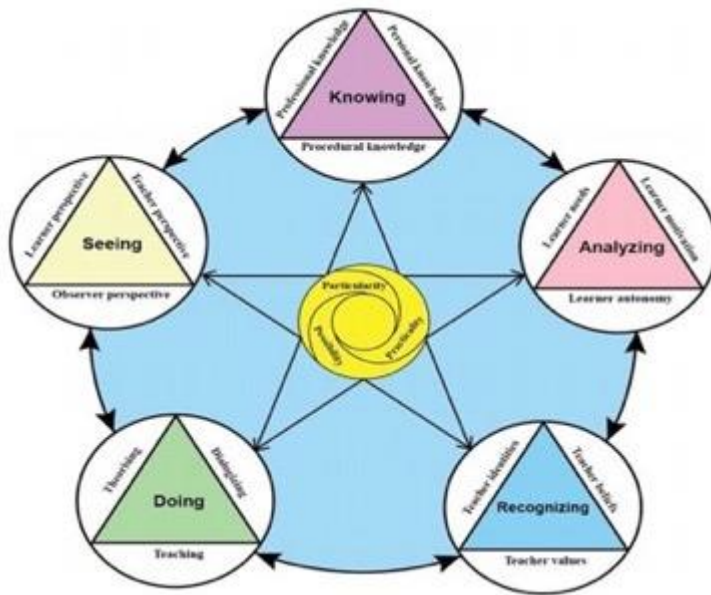
**Goal:** Developing teachers who are **strategic thinkers, exploratory researchers, and transformative practitioners.**

**Features:** A framework of **interconnected, iterative, and self-organising** developmental processes that acknowledge teacher agency and contextual particularity.

Each module — *Knowing, Analysing, Recognising, Doing, and Seeing* — **represents a key dimension of teacher professional growth**, adaptable across diverse local and global educational contexts.



# KARDS



- **Knowing** - how to build a professional, personal, and procedural knowledge base
- **Analyzing** - how to analyse learner needs, motivation, and autonomy
- **Recognising** - how to recognize one's own identities, beliefs, and values as a teacher
- **Doing** - how to teach, theorise, and dialogise
- **Seeing** - how to see one's teaching from the perspectives of the learner, teacher, and observer (Kumaravadivelu, 2012, p. 18).

# KARDS: What are the modules?

(Kumaravadivelu, 2012, p125)



## Module                      What's it about?

|             |                                                                                                                                                                                                                                                                                                                                                |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowing     | <ul style="list-style-type: none"><li>Professional (subject matter)</li><li>Procedural (classroom strategies)</li><li>Personal (beliefs, identity) knowledge.</li></ul> <p>Knowing is positioned as a process rooted in <b>inquiry and reflection-in-action, rather than a static product.</b></p>                                             |
| Analysing   | Understanding and interpreting <b>learner needs, motivation, and autonomy</b> within <b>specific</b> sociocultural, institutional, and global <b>contexts</b>                                                                                                                                                                                  |
| Recognising | Becoming aware of and <b>critically examining one's own teacher identity</b> , values, and beliefs, with the goal of developing an ethical, reflective professional self                                                                                                                                                                       |
| Doing       | Enacting teaching practice through three interwoven activities: <ul style="list-style-type: none"><li>Teaching (<b>maximising learning</b> opportunities)</li><li>Theorising (developing <b>personal pedagogical theory</b>)</li><li>Dialogising (engaging in <b>reflective professional dialogue</b> – including internal dialogue)</li></ul> |
| Seeing      | Observing, reflecting, and critically interpreting classroom interactions and experiences through various lenses (e.g., teacher, learner, observer) to gain deeper pedagogical understanding about your own practice                                                                                                                           |

# Why KARDS Matters for Language Teacher Education

| Acknowledge                                                                                                                                                                                                                      | Support                                                                                                                                                                                                                                     | Encourage                                                                                                                                                                                            | Offer                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Acknowledge intercultural assets<br/>“They have to... recognise their own identities, beliefs and values.”<br/>(Kumaravadivelu, 2012, p. 17)<br/>→ Candidates’ personal cultural knowledge is valued and operationalised.</p> | <p>Support situated pedagogy &amp; language development<br/>→ Especially important where in-country immersion is limited.<br/>“Programs must promote the conditions and capabilities to know, analyse, recognise, do, and see.” (p. 17)</p> | <p>Encourage self-regulated professional growth<br/>→ Promotes reflection and agency, key to overcoming imposter syndrome.<br/>“The model moves us from transmission to transformation.” (p. 17)</p> | <p>Offer an interrelated monitoring framework<br/>“Each module fulfils its purpose by drawing sustenance from others.”<br/>→ A composite and recursive guide to professional becoming. (p. 16)</p> |

# My PhD Project: Overview & Conceptual Framework

## Research Focus:

A phenomenological exploration of **how language teachers experience their professional development** in a system shaped by **monolingual mindset**.

**WHY NARRATIVE ANALYSIS?** Stories tell us a lot: I used narrative research which **looks at the whole stories** of people, rather than pulling them into bits and categorising those bits according to themes.

- **Guiding Question:**

*How are language teacher programs preparing teachers for the “intense intellectual work” of intercultural education in a globalised environment?*

## Conceptual Framework:

- **KARDS (Kumaravadivelu, 2012):** Knowing, Analysing, Recognising, Doing, Seeing – a capabilities model for language teacher development.

## Summary of findings

| Challenges                                                                                                                                                                                    | Identity Formation                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• <b>Societal:</b> Dominance of monolingual thinking → Leading to suboptimal practicum arrangements</li></ul>                                           | <ul style="list-style-type: none"><li>• Identity formation is constant, delicate, and shaped by: Limitations in prac experience + Past experience + Passion</li></ul> |
| <ul style="list-style-type: none"><li>• <b>Professional:</b> Frustration with disengagement and differences in classroom culture</li></ul>                                                    | <ul style="list-style-type: none"><li>• Language teachers are <b>constantly positioning</b> themselves</li></ul>                                                      |
| <ul style="list-style-type: none"><li>• <b>Educational:</b> Teacher education programs often: → Are method-driven, overly theoretical, or narrow → Fail to build capacity to create</li></ul> | <ul style="list-style-type: none"><li>• <b>Passion</b> is paramount</li></ul>                                                                                         |
| <ul style="list-style-type: none"><li>• <b>Personal/Professional:</b> → Imposter syndrome about language skills + Lack of access to language use or practice</li></ul>                        | <ul style="list-style-type: none"><li>• <b>Personal standards</b> are high, but PD is desired to self-actualise</li></ul>                                             |

# Insight & Innovation

**Key Insight:** Language teacher identity formation is **shaped by limitations** BUT ALSO THE RESOURCEFULNESS AND PASSION OF EMERGING LANGUAGE TEACHERS

**(This is where the magic happens!)**

## **Innovation:**

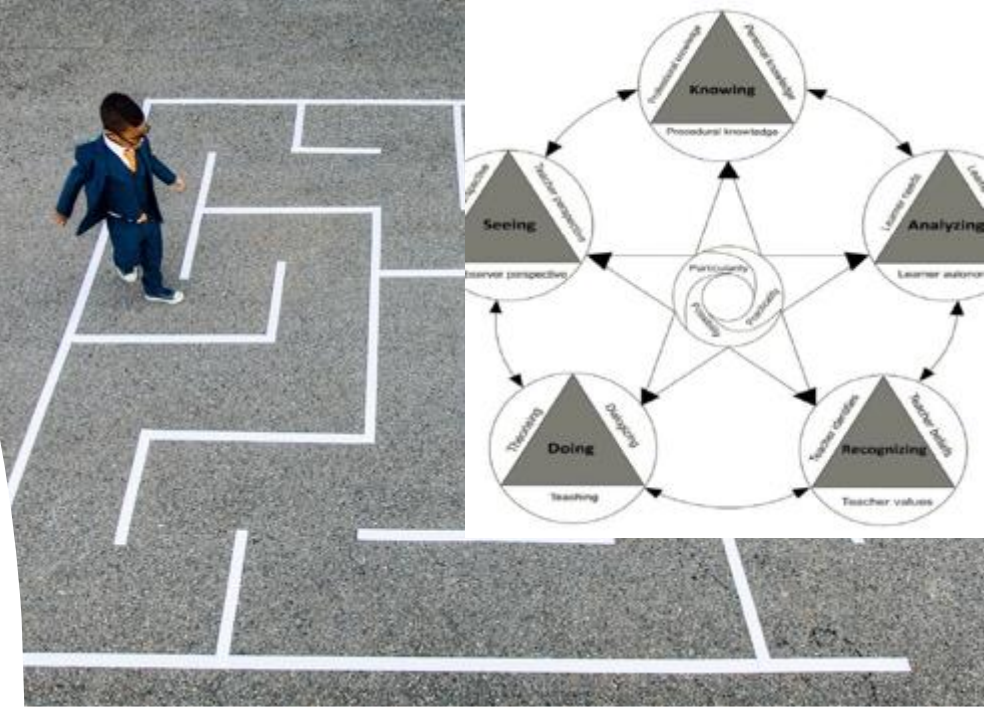
1. A *KARDS-referenced reflective framework* was piloted and used in Qld in 2023. Link to resource: (Details and links on Slide 36)

2. My latest toy, which we will play with today, a way to make sense of professional experiences and map them onto the KARDS framework.

- Both tools map teacher development and support self regulation.

So, what will we cover today?

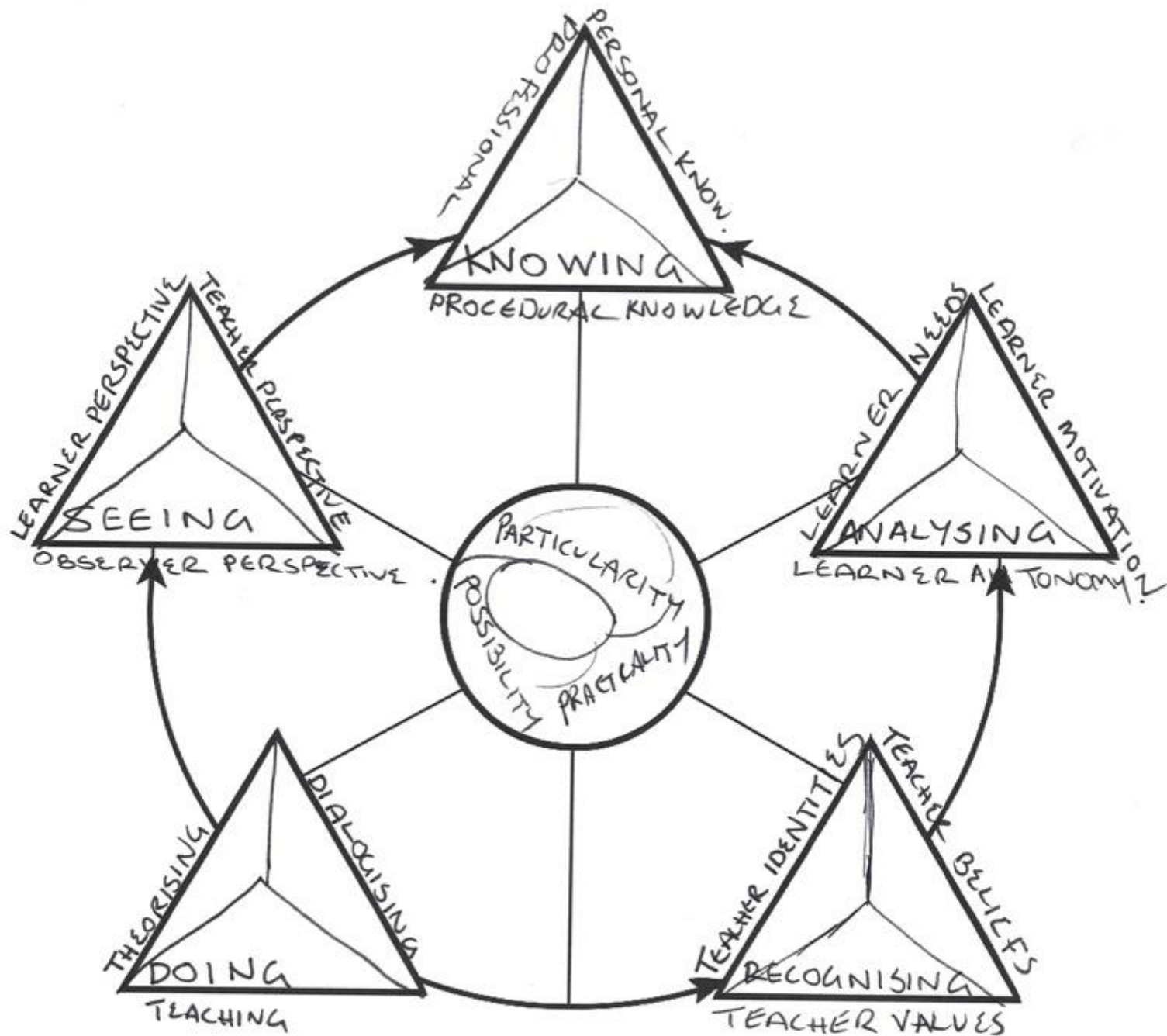
1. Learn about **KARDS** ✓
2. See **KARDS** in action
3. Play with **KARDS** to analyse a new teacher's experience
4. How to **use KARDS** to **navigate** mentorship, and your own professional development



1. Identify your chosen story: \_\_\_\_\_



|                                                            |  |
|------------------------------------------------------------|--|
| <b>Which elements (and sub-elements) are most visible?</b> |  |
| <b>Which are missing or only implied?</b>                  |  |
| <b>Do any modules feel stalled or de-activated?</b>        |  |
| <b>What else strikes you as interesting?</b>               |  |

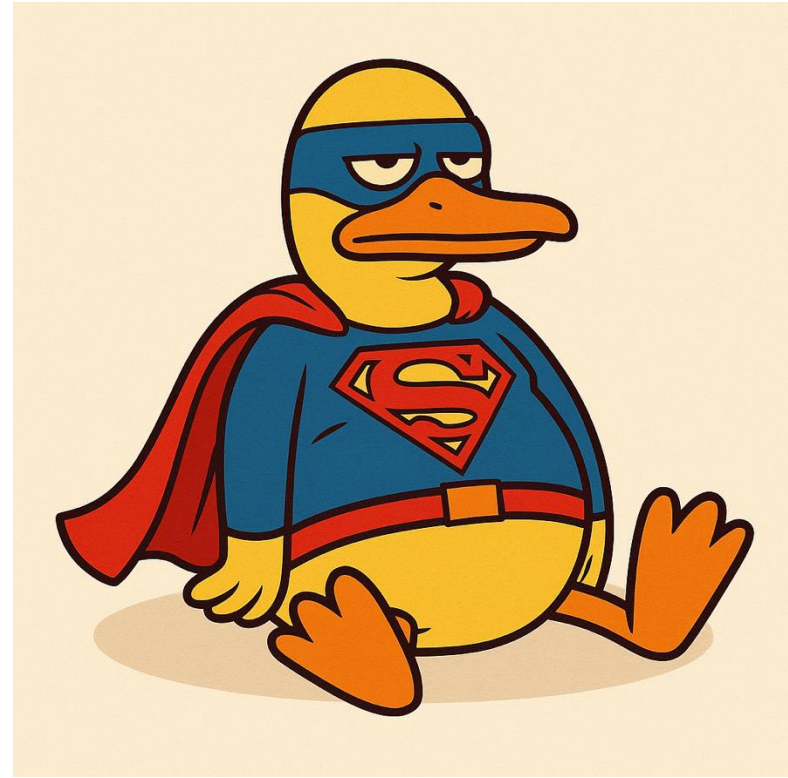


# Exemplar story David's Swansong

Is it a swan? Is it a duck?



Images created by ChatGPT  
(OpenAI)



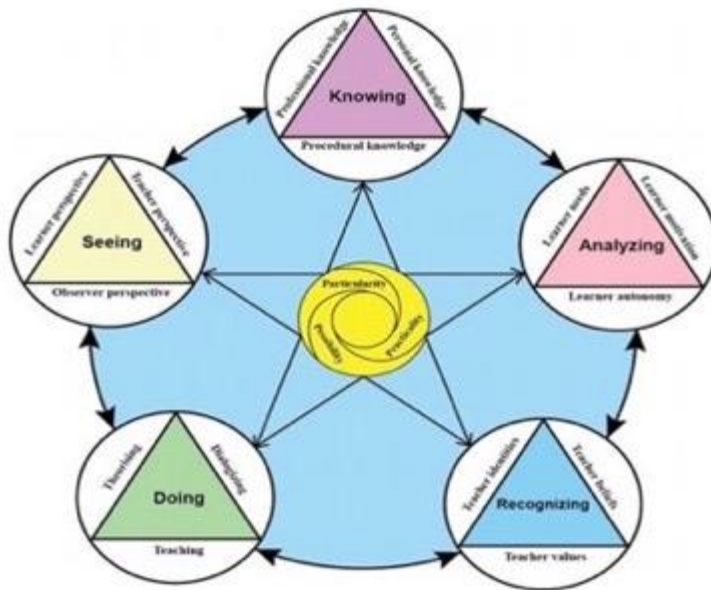
No! It's  
apathy!

# David's Swansong

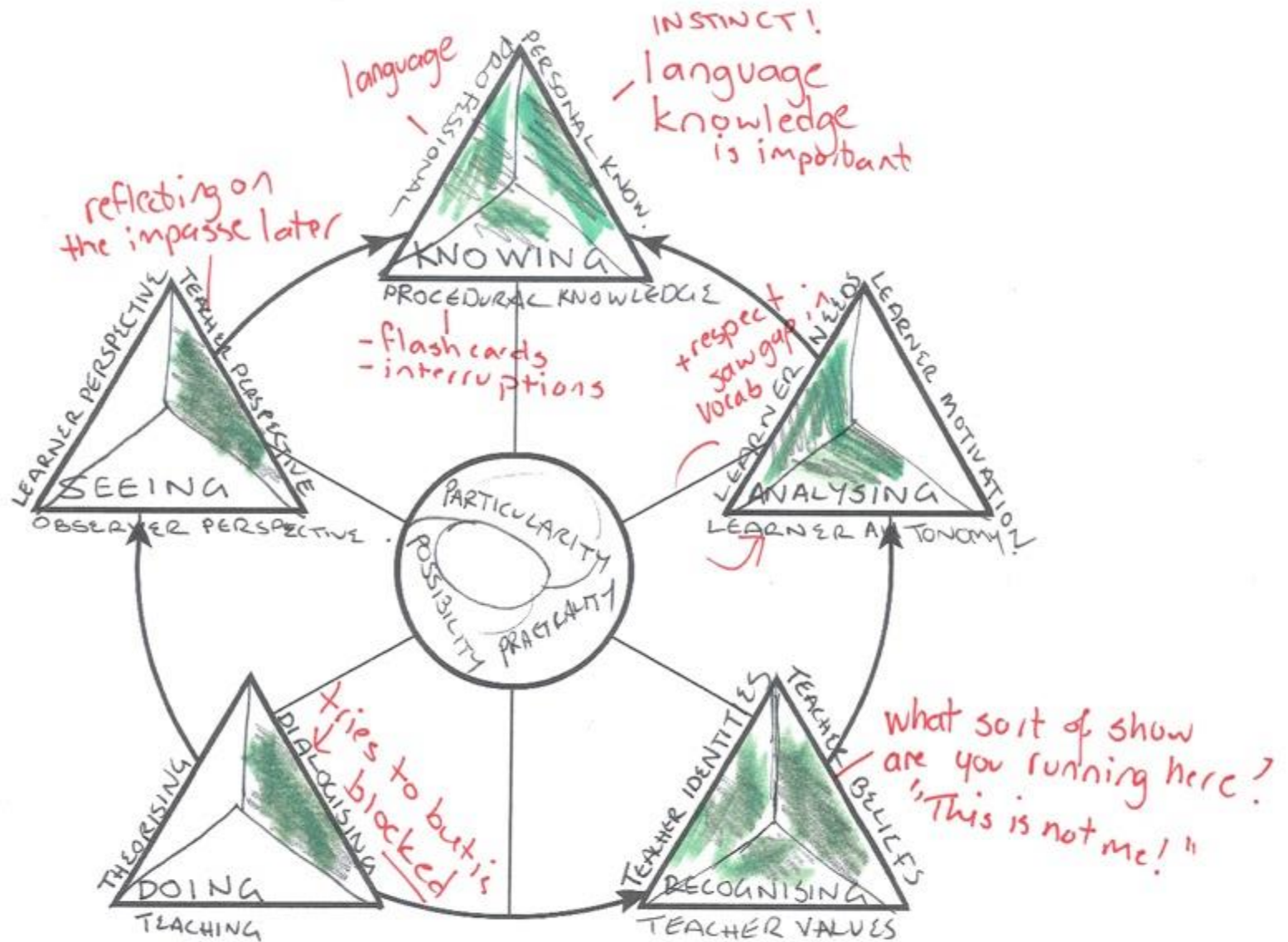
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- *My supervising teacher for Japanese didn't know Japanese very well and one day, they were doing vocabulary flash cards at the front of the classroom, you know, holding them up and getting students to repeat. One of the words was incorrect. It was the word “Hakuchō”, which is the word for swan, and the teacher said, ‘this is duck’ — and then all the class is just repeating this thinking it means duck. I was concerned but didn’t feel like I could interrupt.*
- *Afterwards I did bring it up with the teacher. I was like, “oh, that's actually... I think that's the word for Swan, actually.” And they were like, “oh, that's okay. We've already done it so that they can just go ahead with that.”*
- *And that was kind of the attitude I saw a lot. It's like, ‘Oh, it doesn't matter.’ It wasn't a positive experience, and I didn't feel like there was a whole lot of enthusiasm or knowledge from that teacher. But that was also the only time I was in a Japanese classroom, and it was only for a year 7 class.*

# KARDS



- Knowing - how to build a professional, personal, and procedural knowledge base
- Analysing - how to analyse learner needs, motivation, and autonomy
- Recognising - how to recognize one's own identities, beliefs, and values as a teacher
- Doing - how to teach, theorise, and dialogise
- Seeing - how to see one's teaching from the perspectives of the learner, teacher, and observer (Kumaravadivelu, 2012, p. 18).



# David's Story – Professional Awareness in Action

- **Knowing:** Demonstrates strong content knowledge; understands the correct meaning of *hakuchō*.
- **Recognising:** Begins shaping a professional identity; values precision and student entitlement to truth.
- **Analysing:** Ethically attuned — notices potential misinformation and responds from a learner-focused stance.



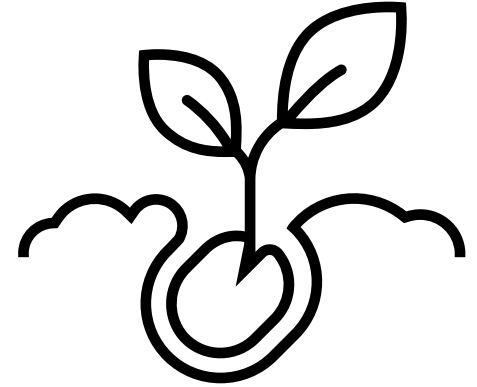
**Please note:** During the presentation I made the point that this was overly simplified due to time constraints. I have added fuller explanatory slides that were not shown in the presentation.

1. Identify your chosen story: \_\_\_\_\_ Swansong \_\_\_\_\_



|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Which elements (and sub-elements) are most visible?</b> | <ul style="list-style-type: none"><li>• <b>Knowing:</b> Strong personal and content knowledge — David knows the correct meaning of <u>hakuchō</u> and recognises the importance of accuracy in front of students.</li><li>• <b>Recognising:</b> Begins to form a professional identity in opposition to his supervising teacher's attitude. He values precision, care, and student entitlement to truth.</li><li>• <b>Analysing:</b> Emerges through ethical noticing — David's concern shows he believes that students 'deserve the truth' indicating learner-focused thinking, even if not yet framed as differentiated need. (This links to Recognising – Teacher beliefs)</li></ul> |
| <b>Which are only implied?</b>                             | <ul style="list-style-type: none"><li>• <b>Doing:</b> Present, but delayed and muted. David does act (after class) but lacks agency to intervene in real time. Hierarchy limits his enactment of professional knowledge.</li><li>• <b>Seeing:</b> Subtly activated. David experiences a moment of dissonance where authority does not align with knowledge. He notes that <u>teacherhood</u> is not always linked to truth or quality practice.</li></ul>                                                                                                                                                                                                                               |

# What is stunted or deactivated for David?



## **Group reflection:**

- Is this a story of growth or stunting? Or is it both?

Doing - dialogising (muted): Approaches mentor for discussion after class — stunted: constrained by hierarchy and limited agency.

Seeing (subtle): Feels dissonance — realises authority ≠ accuracy, and teaching ≠ guaranteed quality. Disillusioned.

However....

- He is galvanised to continue professional learning. He resolves to be knowledgeable.
- This is expanded to his other LA (English) learning SFL despite its obscurity in Queensland

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Do any modules feel stalled or de-activated?</b></p> | <ul style="list-style-type: none"><li>• <b>Doing</b> appears stalled — not due to reluctance, but because the institutional context blocks action. His attempt to correct is dismissed.</li><li>• <b>Dialogising</b> (in <u>Kumaravadivelu's</u> terms) is shut down: the post-lesson exchange is not a learning conversation but a closing off of further reflection. It's a <b>closed feedback loop</b>.</li></ul> <p>Initiates professional dialogue (after class), attempts correction despite power imbalance. BUT <b>Dialogising</b>: "is about having conversations with Self, with texts and with others on matters related to learning, teaching, and theorizing. The conversation, however, must be constant, continual, and critical. It must also be a learning conversation" (Kumaravadivelu, 2012, p. 94).</p> <p><i><b>This was not a learning conversation for David, as much as an unlearning conversation.</b></i></p> |
| <p><b>What else strikes you as interesting?</b></p>        | <p><b>Knowledge without agency</b>: David had accurate content knowledge (<i>Knowing</i>) and ethical awareness but is unable to enact it due to power dynamics.</p> <p><b>Professional identity in reaction</b>: His sense of teacher identity developed not through mentoring, but through observing poor practice — activating <i>Recognising</i> and <i>Seeing</i> in a critical, reflective way. His sense of <u>teacherhood</u> forms in contrast to poor modelling, rather than mentorship.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   |

# Excerpt from “All the world’s a stage”

*I backpacked through France and Italy, which helped a lot, because, as you know, teaching languages isn’t just about the language. It’s about the people, the culture, how they live. I learnt that firsthand, and I’ve been able to bring it into my lessons.*

*I tried to speak as much French as I could. It was the biggest thrill of my life — using what I’d studied for so long, **trying to sound authentic**. Just **being mistaken for a Parisian** — **that was so exciting!** I remember chatting in French to the flight attendant on Air France and thinking, ‘This is fantastic.’*

*I think **my talent for accents gives me confidence**. When you enjoy it, it’s a bit of fun. It’s like acting a role, because you’re **stepping into another identity**.*

*You want to see, ‘**can I pass as a native speaker? Do I sound authentic?**’*

*Ironically, I don’t have a drama background. But **life is one big play**, right? You’re at the centre of your own performance. So let your light shine, so to speak. And **that’s what teaching is like for me**.*

*At school, I’m on all day — I’ve got a matinee in the morning, and another performance in the afternoon. Right now, I’m teaching Year 7s and they’re really keen — which is a nice surprise. I’m grateful they enjoy it, and I think, being still quite young, they respond to the dramatic side of it.*

*With Italian, there’s a lot of big hand gestures, energetic expression, those ‘big accents’ — and that’s fun, but also tiring. It’s a couple of steps up from my natural energy level. French, on the other hand, is softer, more melodic. It flows more. French aligns better with my natural fluidity.*

**‘Analysing’ and ‘Recognising’ are both in a state of unresolved tension** — she is reflective about her own language identity and classroom presence in one sense but has not yet turned that reflection toward an analysis of learner diversity in relation to plurilingualism or non-normative language use.

A KARDS reading would point to a need for reflection on:

1. How the underlying belief is **impacting learner motivation** (KARDS-Analysing)
2. What **led to this underlying belief** that the goal of language learning is ‘passing as native’(Recognising).

Her focus is an **‘aesthetic model of language’**: She describes the joy of sounding like a native speaker — “the biggest thrill of my life,” “being mistaken for Parisian.”

**NB: I have also added a fuller explanation for this story that did not feature in the presentation.**

## 1. Identify your chosen story: **All the world's a stage**

+

|                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Which elements (and sub-elements) are most visible?</b></p> | <p><b>Knowing</b> – embodied linguistic/cultural knowledge (French vs Italian); experiential learning<br/> <b>Recognising</b> – identity as performance; cultural persona; student perception<br/> <b>Doing</b> – adapts delivery to student context; combines gesture, tone, modality<br/> <b>Seeing</b> – reframes self as performer; connects self-understanding to teaching</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Which are only implied?</b></p>                             | <p><b>Analysing</b> – learner types and behaviours noticed (kinaesthetic, disengaged), but analysis based on instinct, not explicit learner inquiry or goals</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Do any modules feel stalled or de-activated?</b></p>        | <p><b>Analysing: Learner Motivation/Needs</b> Tension between an aesthetic model of language and a plurilingual orientation:</p> <ul style="list-style-type: none"> <li>• She describes <b>the joy of sounding like a native speaker</b> — “the biggest thrill of my life,” “being mistaken for Parisian.”</li> <li>• <b>Frames authenticity as imitation</b>, which is at odds with the plurilingual view of legitimate variation and negotiated meaning-making.</li> </ul> <p>Her enactment of French is high-performance and performative — she thrives on accents and drama. <b>But not all learners can or want to emulate that.</b> She hasn’t yet considered how this may affect students who struggle with pronunciation, have different cultural references, or feel excluded by native-speaker norms. It’s not a lack of care — <b>it’s a blind spot</b> in how her identity aligns with students’ experiences.</p> |

## “Do any modules feel stalled or de-activated?” cont.

By aspiring to “pass as native,” she unintentionally reinforces monolingual, native-speaker ideologies.

**Analysing and Recognising are both in a state of unresolved tension** — she is reflective about her own language identity and classroom presence in one sense but has not yet turned that reflection toward an analysis of learner diversity in relation to plurilingualism or non-normative language use.

**A KARDS reading would point to a need for reflection on how this underlying belief is:**

1. Impacting learner motivation (KARDS-Analysing) and
2. What actually led to this underlying belief that this is the goal of language learning (Recognising).

**Her focus is an ‘aesthetic model of language’**

She describes the joy of sounding like a native speaker — “the biggest thrill of my life,” “being mistaken for Parisian.”

That’s not inherently problematic, but it positions ‘authenticity’ as imitation — particularly phonological accuracy — which is at odds with the plurilingual view of legitimate variation and negotiated meaning-making.

## “Do any modules feel stalled or de-activated?” cont. (#2)

### **Disconnect with learner identity**

Her enactment of French is high-performance and performative — she thrives on accents and drama. But not all learners can or want to emulate that.

**She doesn't yet reflect on how her style might exclude students** who:

- struggle with pronunciation
- have different cultural reference points
- feel alienated by native-speaker norms

This isn't a failure of empathy — it's a **blind spot** in how she relates her own linguistic identity to those of her students.

By aspiring to “pass as native,” she unintentionally reinforces **monolingual, native-speaker ideologies**, rather than inviting students into a more **inclusive space of negotiated identity and meaning**.

**Analysing and Recognising are both in a state of unresolved tension** — the teacher is highly reflective about her own language identity and classroom presence in one sense but has not yet turned that reflection toward an analysis of learner diversity in relation to plurilingualism or non-normative language use.

A KARDS reading would point to a need for reflection on how this underlying belief is:

1. Impacting learner motivation (KARDS-Analysing) and
2. What actually led to this underlying belief that this is the goal of language learning (Recognising).

|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What else strikes you as interesting?</b> | <p><b>Teaching as performance</b> is a central identity lens</p> <p>Tension between <b>performance and authenticity</b> (energy, alignment): how does that align with the idea of plurilingual identity and the authentic intercultural self?? We are supposed to be leaving behind the pursuit of native speaker perfection.</p> <p>“Rough households” comment hints at equity thinking but not fully explored – points to standpoint of privilege, but this is not explored.</p> |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**NB:**

These added slides are filled in tables, as per the handouts provided to participants in the session.

Word documents for your use can be downloaded from the link at the end of this presentation.

# Your Turn!

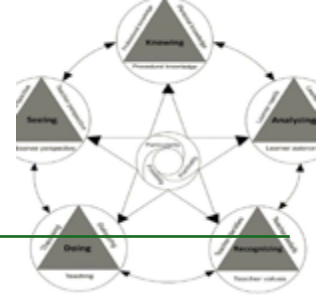
QR Code for the activity work  
sheet:



• Photo by [Brett Jordan](#) on [Unsplash](#)

# KARDS: What are the modules?

(Kumaravadivelu, 2012, p125)



## Module

## What's it about?

|                    |                                                                                                                                                                                                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowing</b>     | Developing professional (subject matter), procedural (classroom strategies), and personal (beliefs, identity) knowledge. Knowing is positioned as a process rooted in inquiry and reflection-in-action, rather than a static product.                             |
| <b>Analysing</b>   | Understanding and interpreting learner needs, motivation, and autonomy within specific sociocultural, institutional, and global contexts                                                                                                                          |
| <b>Recognising</b> | Becoming aware of and critically examining one's own teacher identity, values, and beliefs, with the goal of developing an ethical, reflective professional self                                                                                                  |
| <b>Doing</b>       | Enacting teaching practice through three interwoven activities: teaching (maximising learning opportunities), theorising (developing personal pedagogical theory), and 'dialogising' (engaging in reflective professional dialogue – including internal dialogue) |
| <b>Seeing</b>      | Observing, reflecting, and critically interpreting classroom interactions and experiences through various lenses (e.g., teacher, learner, observer) to gain deeper pedagogical understanding about your own practice                                              |

# From stories to system shift

How can teacher  
education or  
mentoring scaffold  
reflection like this?

How might it improve  
the professional  
capability of  
emerging teachers?



# Keep the conversation going...

|         |                                                                                                                                                                                                                                                                                                                                 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Access  | Visit this link to access the KARDS Narrative Mapping Tool. <a href="https://suzannebarry.com.au/reimagining-language-teacher-educationkards-as-a-self-regulating-teacher-education-curriculum/">https://suzannebarry.com.au/reimagining-language-teacher-educationkards-as-a-self-regulating-teacher-education-curriculum/</a> |
| Use     | Use this with your own professional stories, or those of a colleague (with permission)                                                                                                                                                                                                                                          |
| Contact | Contact for further guidance or to provide feedback on the process: <a href="mailto:info@suzannebarry.com.au">info@suzannebarry.com.au</a>                                                                                                                                                                                      |

# *The KARDS referenced reflection framework for Australia-based language teachers.*

Developed with reference to *Language Teacher Education for a Global Society – A modular model for knowing, analysing, recognising, doing, and seeing*. B. Kumaravadivelu, 2012.

Click the links below for:

1. [The stimulus story](#)
2. [The reflection framework](#)

Feel free to email me with any further questions or comments (whether you attended my session or are just looking at the slides). [info@suzannebarry.com.au](mailto:info@suzannebarry.com.au)

# References

- Kumaravadivelu, B. (2012). *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing* (1st ed). Routledge/Taylor and Francis.
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