

Community Languages Schools Quality Assurance Framework

Implementation Guidelines for Schools

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Where language and culture come together

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Disclaimer

The views expressed here are those of the author and do not necessarily represent the views of the Department of Education, Science and Training.

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This document was prepared by Erebus International on behalf of Community Languages Australia. These Guidelines and the Quality Assurance framework described herein reflect the views and work of many teachers and school leaders currently engaged in community languages schools throughout Australia. The time voluntarily given and valuable insights willingly shared, have greatly enhanced the quality of the Framework which follows. This is a work in progress, and will be refined following trialling to be conducted early in 2007, and is expected to be progressively refined to reflect the experiences of schools using the Framework and Quality Assurance process in the future.

The Erebus International team also acknowledges the ongoing contribution of Mr Stefan Romaniw, Executive Director of Community Languages Australia, who has ensured the willing collaboration and cooperation of a variety of key stakeholders throughout the country.

Dr Tim Wyatt

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Foreword

Community languages schools play an important role in languages and culture education across all Australian States and Territories. They offer major advantages for communities, in particular families, who are keen to maintain the language and culture of their heritage. They are a complementary provider for the teaching and learning of languages which would otherwise be unavailable as it is not possible to offer over 70 languages through one system.

In order to provide valid and reliable teaching and learning contexts, it is essential that every community language school be provided with clear guidelines which ensure the preparation of excellent learning and teaching activities,

The Quality Assurance Framework will enable community languages schools to develop improvement plans that can be evaluated in terms of a set of concrete measures, as well as qualitatively through record-keeping and the establishment of a school profile. Such a framework, which has clearly delineated dimensions and suggestions for their implementation, will provide a set of performance indicators for State and Territory Education jurisdictions to rely on in determining accreditation and registration of community languages schools. This process will enable these schools to validate and reward the significant amount of time and effort invested by their administrators, teachers, parents and students in the continuing provision of languages and culture programs for large numbers of young people in Australia.

As a languages teacher educator who works with teachers from many community languages schools, I am looking forward to working with this Quality Assurance Framework as I believe that is a significant step in the implementation of consistent quality in the teaching and learning of languages in these schools on a nation-wide basis.

Dr Margaret Gearon
Monash University

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Introduction

This document grows out of the work undertaken by Community Languages Australia on behalf of the Australian Government during 2003-2006 to improve national coordination and communication between all stakeholders and conduct research and initiate models for quality assurance processes that link to State and Territory accreditation processes.

A draft Quality Assurance Framework has been devised and has been undergoing ongoing refinement over the past four years through activities conducted at both national and state/territory levels. Most recently key stakeholders from the representative groups of each state/ territory have been actively engaged in workshops designed to provide input into the further articulation of the dimensions into key elements and reflective teacher and student behaviours. Each of the efforts of states/ territories has been further aggregated through a representative national committee to produce a Quality Assurance Framework, which forms the basis of this document. It is expected that the Framework and the suggested Quality Assurance process will be further refined as a consequence of trial implementation that will be conducted in early 2007. This refinement process should continue on a regular basis for the life of the document, to accommodate changes in government policies, research into best practices in community language teaching, and the practical realities of community language school operation.

The Quality Assurance Framework reflects the National Goals of Schooling in the 21st Century, endorsed by all Australian state/territory and Commonwealth Ministers of Education (1999). It also supports the key dimensions of the *National Statement and Plan for Languages Education in Australian Schools in Australian Schools 2005 -2008* developed through the Ministerial Council for Employment, Education, Training and Youth Affairs (MCEETYA). Indeed the Framework represents one of six key strands of the National Plan. Moreover the Framework is underpinned by the statement by Community languages Australia: *Community Languages Schools: Contributing to Quality Languages Education in Australia*.

This document has been developed to support the work of teachers and other members of local school communities engaged in working with students throughout Australia in the teaching of community languages. It describes the eight key dimensions that constitute the Quality Assurance Framework (“the Framework”) and a suggested approach for their application in practice.

Further development of the Framework

This document is a work in progress. It is important to note that neither the Framework, nor the suggested Quality Assurance processes have been finalized. While they build on the knowledge and experience of a wide range of people involved in both mainstream and community language schooling, it is important that the concepts and detail represented in the Framework are tested in practice. Questions such as “are there too many pointers” and “are the sources of evidence clear”, as well as issues such as “how much preparation time is needed” and “is it really feasible to involve parents and mainstream principals” can only be answered in the light of experience. Whether the standards implicit in the Framework

are realistic and achievable by community language schools in different circumstances also remains to be tested.

For this reason, it is proposed that the Framework and Quality assurance process will be trialled early in 2007 in a number of community language schools in three States/Territories. Schools that volunteer to participate in this trial will be provided with professional development s well as practical assistance during their first school review. Schools will be selected to represent a range of different languages, size of school, and organizational affiliation. The results of these trials will be used to revise this document, and feed into later professional development for other schools. Principals and teachers who participate in the trials may be able to act as mentors for other schools who commence their quality assurance journey at a later stage.

Why use the Quality Assurance Framework?

The Quality Assurance Framework is an evaluative tool for supporting quality teaching and learning in community languages schools. It provides teachers, administrators, parents and other school community members with a practical tool for assessing the extent to which the various elements of quality community language schooling are consistently and observably practised and developing action plans for improvement, where appropriate.

The Quality Assurance Framework is not intended as a means of assessing an individual or their performance. Rather it is designed as a way of improving and enhancing the teaching of community languages in a school.

Using the Framework can also demonstrate to a local school community that a quality approach is currently being adopted by the school.

Who could use the Quality Assurance Framework?

The Framework is primarily a development tool for a Community Languages school. It is most effectively used when members of the local school community work together through the document and jointly produce an Action Plan for the coming 1 to 2 years. This group could include parents, school staff and members of the local community.

It is envisaged that the Framework may also be used from time to time to evaluate the existing quality levels of a school's teaching of Community Languages, from an external perspective. In this scenario a group of external and well respected educators would work with the school community, identifying possible areas of strength as well as possible areas for future development. It is envisaged that this may occur every 3 to 5 years.

The Framework has been developed following a process of extensive national consultation and is designed to be used by all community languages schools throughout Australia.

While a primary consideration in developing the Framework has been the need to build ownership of the Framework by its key users, the teachers, several other factors have shaped both the process of development and the design of the Framework itself. These factors include the need for:

- The Quality Assurance process to be minimally intrusive and take as little time to complete as possible. Community Language Schools operate only for a few hours per week, and the staff are either volunteers or paid at rates far below those of regular teachers. They cannot be expected to contribute significant amounts of time to the school beyond their current commitments.
- The framework to be explicit, transparent, and simply expressed, since the English language capability of staff and parents involved may be low
- The results to provide clear directions for improvement initiatives at the local school level, but at the same time must be reportable in a metric that allows aggregation to State and national level.
- The quality assurance process and tools to have the usual validity and reliability that would be expected from any evaluation process.
- The quality assurance process to be extremely cost-effective, since the entire budget for the operation of Community Language Schools is modest.

What are the Dimensions of the Quality Assurance Framework?

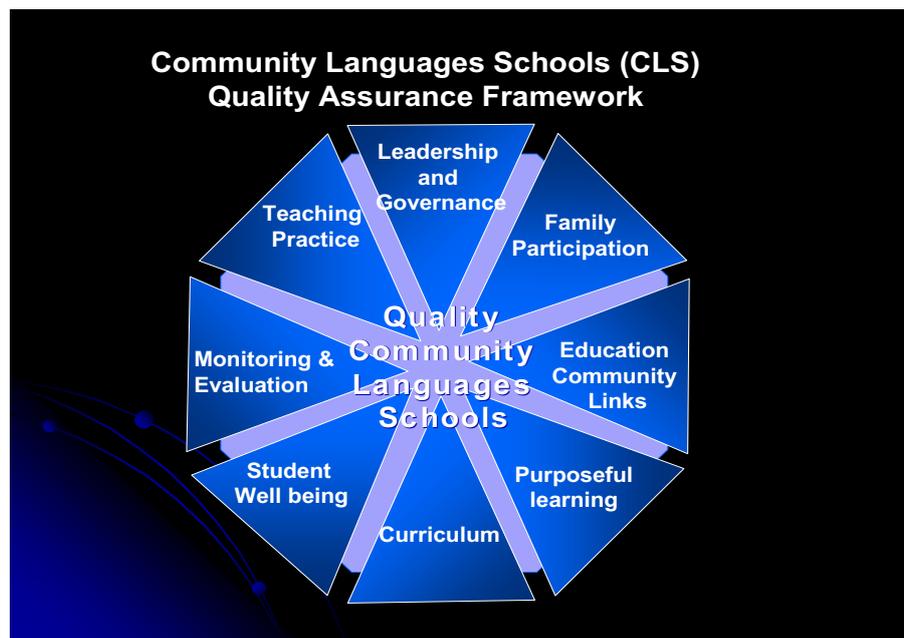
The Framework has been developed from three key sources:

- the most recent and emerging research on “Effective Schools”
- the most recent and effective research on the teaching and student learning of Community languages
- the practical implications of each Dimension in relation to current teaching and learning activities in community languages schools.

The Framework has been developed based on the belief, which has been found to work in practice, that all of these dimensions need to be addressed to achieve quality in a school or a program. The dimensions work together in an integrated way and there is some overlap.

An overview of the Dimensions of the Framework is represented in the Figure 1 below.

Figure 1: Overview of the Community Languages Schools Quality Assurance Framework



How is each of the Dimensions used within the Framework?

Each of the eight Dimensions has a particular meaning when being applied to the teaching and learning of Community Languages. A detailed description of each Dimension is outlined in Table 1 below:

Table 1: Definitions of Dimensions of the Quality Assurance Framework

| DIMENSION | DESCRIPTION |
|----------------------------------|---|
| Student well-being | The promotion of a positive, safe and secure learning environment that makes educational provision for each student as a unique individual. |
| Teaching Practice | Those strategies undertaken by teachers to maximise student learning outcomes, underpinned by principles of best practice in classroom pedagogy. |
| Monitoring and Evaluation | Strategies undertaken to seek and report information in relation to student outcomes and to use this information to enhance ongoing teaching/learning processes and school effectiveness. |
| Leadership and Governance | The practices involved in inspiring school community commitment to student learning and ensuring policies and procedures facilitate effective and efficient school operation |
| Family participation | The active and meaningful participation of families in all aspects of community language school life. |
| School/Community links | Those relationships with other key stakeholders/organisations that produce reciprocal benefits for student learning in community language schools. |
| Purposeful learning | Authentic learning activities engaged in by students, focussed on their needs, goals and aspirations in relation to the community language being taught. |
| Curriculum | The range of learning experiences, outcomes and appropriate assessment strategies, designed and documented to facilitate student learning in local community contexts. |

An overview of the Dimensions and Elements of the Framework are shown in Table 2.

Table 2: Overview of Community Language Schools Quality Framework Dimensions and Elements

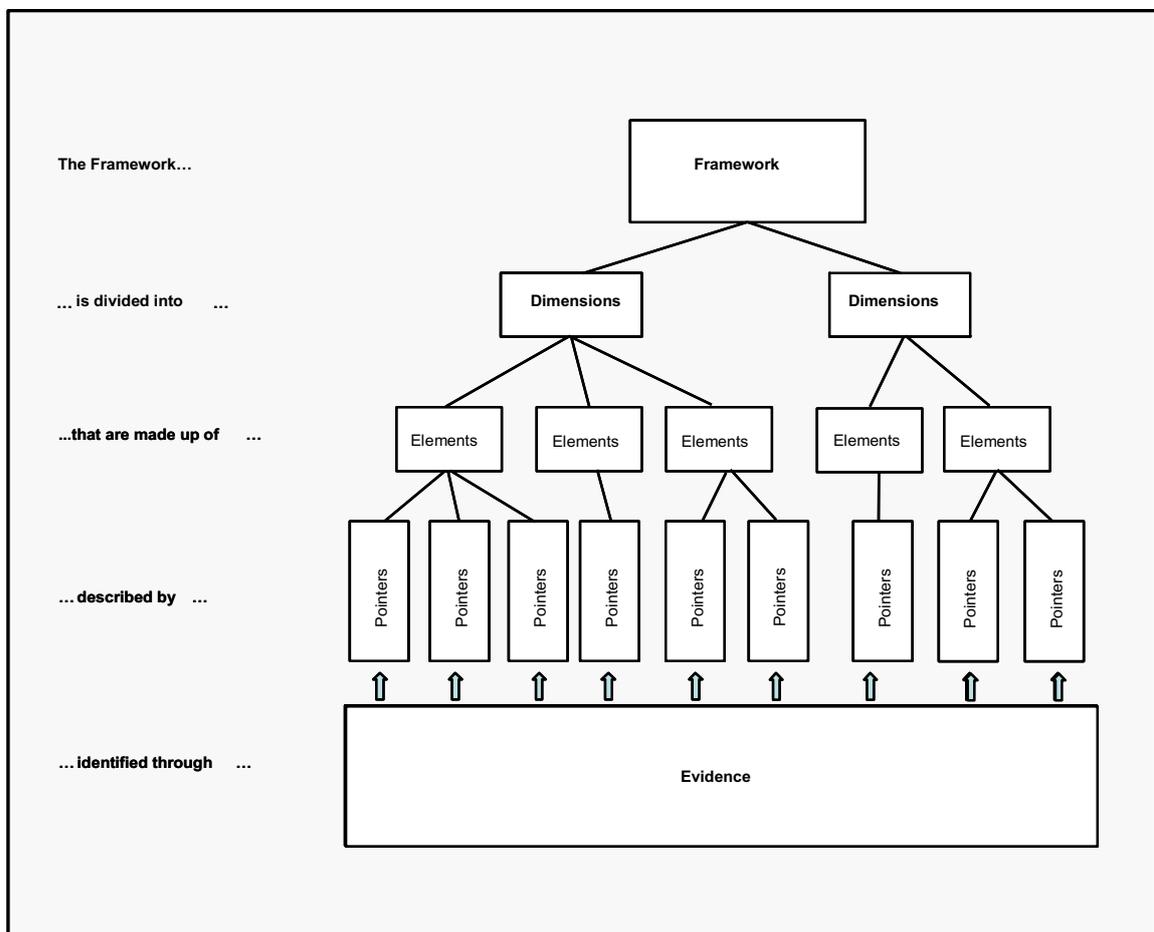
| Dimensions | Element |
|------------------------------|---|
| 1. Curriculum | 1.1 The school's curriculum is understood by teachers and families. |
| | 1.2 The structure of the school's curriculum makes provision for age appropriate and realistic and relevant student learning experiences. |
| | 1.3 The school's curriculum is appropriately aligned with the relevant State/Territory curriculum structures. |
| | 1.4 The school's curriculum provides for the teaching of the language in appropriate cultural contexts. |
| | 1.5 The school's curriculum is appropriately resourced to promote student learning. |
| | 1.6 Structures are in place for monitoring and updating the school's curriculum to ensure that it is reflective of broader curriculum change. |
| 2. Leadership and Governance | 2.1 The school leadership establishes and communicates a vision that ensures excellence in student learning. |
| | 2.2 The school leadership provides direction and guidance for achieving the school's goals. |
| | 2.3 The school leadership is responsible and accountable for all aspects of the school's operation. |
| | 2.4 The school leadership develops and monitors policies and processes to support all aspects of the school's operation. |
| | 2.5 The school leadership ensures that relationships within the school are based on trust collegiality and ethical practices. |
| | 2.6 The school leadership efficiently manages financial, physical and human resources to support teaching and learning. |
| 3. School Community Links | 3.1 The school has built a positive relationship with host school which students attend |
| | 3.2 The school has built positive relationships with the local community to promote the value of language learning. |
| | 3.3 The school has established broader community relationships to provide authentic learning contexts. |
| | 3.4 The school has established ongoing relationships with other community language schools. |
| | 3.5 The school regularly engages with the relevant State/Territory education authority. |
| | 3.6 The school regularly engages with other educational institutions. |
| | 3.7 The school seeks opportunities to engage with the relevant international language community. |
| 4. Monitoring and Evaluation | 4.1 The school has a process for collecting data about student performance |
| | 4.2 The school's assessment practices are sensitive and appropriate to individual student needs. |
| | 4.3 The school has a process for reviewing data about student performance. |
| | 4.4 The school has in place strategies to celebrate and reward student achievement. |
| | 4.5 Evaluative processes are used to plan continuous improvement within the school. |
| | 4.6 The school has established processes for communicating assessment information to students, parents/caregivers and other key stakeholders |

| | |
|--------------------------------|---|
| 5. Teaching Practice | 5.1 Teachers communicate clear expectations about the standards and outcomes they expect their students to achieve. |
| | 5.2 Teachers plan their lessons based on an understanding of their students learning needs and abilities. |
| | 5.3 Teachers employ a range of teaching practices and strategies to engage and meet the needs of a range of students. |
| | 5.4. Teachers regularly provide feedback on student performance. |
| | 5.5 Teachers collaborate with colleagues and share ideas and experience to improve ideas and practice. |
| | 5.6 Teachers ensure that lessons are organised and structured |
| | 5.7 Teachers exercise effective classroom management techniques. |
| | 5.8 Teachers have appropriate expertise. |
| | 5.9 Teachers employ pedagogy that reflects known best practice in language acquisition. |
| 6. Purposeful Learning | 6.1 Students have clear understanding of the goals for their learning. |
| | 6.2 Students are provided with opportunities to manage their learning to build on their existing language skills and understandings. |
| | 6.3 Students are given the opportunity to apply their learning in the real life contexts. |
| | 6.4 Student learning provides opportunity for the demonstration of values such as caring, citizenship, fairness, respect responsibility, trustworthiness. |
| 7. Student Wellbeing | 7.1 The school recognises, values and supports the diversity of its learners |
| | 7.2 The school's teaching and learning practices meet the interests, needs and abilities of all students. |
| | 7.3 The ethos of the school promotes improved student learning outcomes. |
| | 7.4 The school has identified the concern for individual students as a priority. |
| | 7.5 The school provides a safe and secure learning environment for students. |
| 8. Family Participation | 8.1 Family participation contributes to authentic context for language learning in this school. |
| | 8.2 Family participation enhances continuation of language learning beyond the classroom context. |
| | 8.3 Families share common aspirations and expectations about student learning with the school's staff. |
| | 8.4 Families are actively involved in school life. |

Understanding the key parts of the Framework

The Quality Assurance Framework for community languages is designed as a hierarchy of **Dimensions**, **Elements**, **Pointers** and **Evidence** that represent various aspects of the functioning of an effective Community languages school. This hierarchy is shown in Figure 2 below. The school's current performance in terms of the aspects of the Quality Framework is measured and recorded at the **Element** level. The Elements focus on the actions that Community Language schools can take to implement the principles, policies and strategies of good practice in community language learning. The Elements represent actions that teachers and school leaders can be held accountable for and contribute to improved school and classroom performance.

Figure 2: Hierarchy of Dimensions, Elements, Pointers and Evidence



Using the Framework to evaluate school and classroom performance

The Framework is designed to provide a basis for making evaluative judgements about the extent to which the various elements of quality community language schooling are consistently and observably practised.

Pointers have been developed as part of the Framework to provide practical examples of what would be consistently seen in community languages classrooms and schools that were operating at best practice level. The pointers describe the elements and are a guide for evaluating the extent to which each element is demonstrated within the school's context. The list of pointers is not exhaustive; they are meant to provide a picture of what the element might look like, rather than a complete list of every aspect that could be considered.

Likewise, the examples of the kinds of evidence that might be considered in rating the elements provided in the Framework are neither prescriptive for all schools, nor the only kinds of valid evidence that might be appropriate in every circumstance. They are simply a guide for making decisions about the school's performance. The relationship between elements, pointers and evidence in this Framework can be seen in the example in Table 3 below.

The pointers and the examples of evidence shown are not necessarily all of equal importance in making decisions about the rating given to particular elements. Using the pointers is a matter of accumulating sufficient evidence to have confidence that the rating given is, "on balance"; valid. "Evidence" in this context might draw from documents such as Board Minutes, School Policy and Procedure documentation, teachers' programmes or staff, family or student observations, perceptions and views.

These views may be gathered from surveys or observations or from information gathered during interviews, focus groups or round table discussions conducted as part of the school Review process. The types and amount of evidence used in an evaluation by any individual school will vary according to its size, context and needs.

Table 3: Dimension: Teaching Practice

| Element | Pointers | Evidence |
|---|--|---|
| Teachers communicate clear expectations about the standards and outcomes they expect their students to achieve. | <p>The element can be demonstrated when for example:</p> <ul style="list-style-type: none"> • Teachers reflect student outcomes in planning documentation. • Teachers articulate learning goals for students. • Students engage successfully in self evaluation. • Teachers regularly employ reward systems compatible with identified student | <p>Examples of evidence that might be considered include:</p> <ul style="list-style-type: none"> • A sample of teachers' programs show the outcomes expected from each lesson. • Assessment tasks link directly to syllabus outcomes. • Teachers can discuss what outcomes they are working towards in their lessons. • Teacher planning documentation reflects identified standards. • Student portfolios reflect |

| | | |
|--|---|----------------------------|
| | standards. <ul style="list-style-type: none"> Students understand how the outcomes of their learning are assessed and reported. | identified learning goals. |
|--|---|----------------------------|

A set of rating scales have been developed to help schools to record their judgements about the extent to which each element is demonstrated. These rating scales are a useful means of summarising the judgements made about the extent of implementation of the practices represented by the elements.

The five points of the rating scale provide a basis for describing the current level of school performance. They allow performance of a particular school to be “benchmarked” against the quality standard described in the Framework. They also allow changes in practice over time to be measured.

The rating scale is based on observations of the extent to which various outcomes may be observed within a school. The scale is shown in Table 4 below:

Table 4: Quality Assurance Framework Rating Scale

| | |
|-------------------------------|---|
| Always demonstrated | To achieve this rating, it would be expected that the School Review Team would agree that the majority of pointers describe the usual practices in the school. |
| Mostly demonstrated | It would be expected that the School Review Team would agree that the majority of pointers describe the usual practices in the school, but there may be some significant exceptions, or some pointers may not be evident. |
| Sometimes demonstrated | This rating would reflect a situation that applied in some cases but not all. For example, the pointers may not be observed in some cases or may not be demonstrated consistently throughout the year. |
| Rarely demonstrated | This rating would be appropriate in circumstances where the School Review Team would agree that there is evidence that the pointers are demonstrated in very few instances in the school. |
| Never demonstrated | This rating would be appropriate in instances where none of the pointers for the element describe the practices in the school |

Because the pointers are meant as a guide only and are not comprehensive, it is not desirable to “add up” scores for the pointers to arrive at the rating for the element. However, it would be unusual for a rating of “Always demonstrated” to be given where none of the pointers was present. Conversely, if all of the pointers were present it would be unusual to award a “rarely demonstrated” rating. Arriving at the final rating for the element is a matter of making an informed decision, taking into account the particular context and circumstances of the school.

How do you use the Framework for Reviewing your School?

Preparing for the Review

- The Framework is most effectively used when a team of key stakeholders from the school community collectively review how well the school is performing in relation to one or more Dimensions of the Framework. The Review process would normally take the equivalent of two days of data gathering and a third day for analysis of data and the development of a School Action Plan that would address the identified areas for improvement.
- Because all school leaders and teachers are very busy, the success of the Review depends on being very well prepared in advance. The school needs to appoint a Review Team Leader, normally from within the school leadership team. This person will take responsibility for organizing the schedule for data gathering and the composition of the Review Team. The Review Team leader should also take responsibility for communicating the results of the school Review to the school community and other key stakeholders. For further details, see Appendix 1, *Flowchart of key Review Steps*, Appendix 2, *Checklist for School Review Team Leaders* and Appendix 3, *Checklist for School Review Team Members*.

Forming a review team

- Ideally the Review Team should consist of representatives of school leaders, teachers, families and other school community members. You may also consider using senior students from within the school. The ideal size should be a minimum of three and a maximum of six. In order to provide a degree of independence, you may also wish to consider using teachers or school leaders from another school, including the host school or other education experts.
- Team Leader and members need to have sufficient time to devote to the review. (See approximate time allocations required in Appendix 1).
- It is also imperative that team members understand the importance of confidentiality, integrity and have the ability to treat members of the school community with respect. In addition, it is important that team members be open minded in relation to the issues that are raised. There is a natural tendency for “insiders” to be defensive about potential or perceived criticism of the school.

Gathering evidence

- Having identified the Dimensions on which you need to focus, the team will then need to identify the range of evidence that will be needed to make judgments about the various elements. The Framework lists some suggested forms of evidence that might be useful for this purpose. In general, the kinds of evidence that will be considered include documentary evidence such as school policy and curriculum documents, newsletters, teacher lesson plans and programmes, student work samples, assessment records and annual reports. A second major source of evidence is the observations and perceptions of key stakeholders in the school community, including teacher, family, student and community views. The Review team will need to design an efficient and appropriate means for gathering these views. This might take the form of a survey or an interview with selected stakeholders. If a survey is used it will need to have been distributed, collected and scored prior to

the Review day. If interviews are used, there will be a need to develop a timetable with allocated times and responsibilities.

- Any documents to be used in the Review must be collected well in advance of the actual Review period so that they can be tabled in preparation for the Review.

Making judgments

- The success of the review depends on the existence of open and honest discussions by Review team members about the extent to which good practices are observable within the school. The process for making judgments should always rely on the information gathered during the Review as such decisions need to be founded on information rather than intuition. For this reason, all the evidence in relation to a particular pointer needs to be considered simultaneously. The team will need to decide whether the evidence is sufficiently comprehensive to draw conclusions for future action. Where evidence is inconclusive or conflicting, team members need to decide which piece of evidence is considered most important, or whether more evidence needs to be gathered in relation to this element. In making judgments about particular elements, it is always important to consider the context within which the judgment is made.

Recording judgments

- A tool for recording any judgments against the elements is included as an Appendix 4 to these Guidelines. The tool has space for recording any notes that the Review team might wish to make in relation to the reasons why the judgment was made, including the reasons for making the judgment and what areas may need to be improved. Table 5 below highlights an example of how evidence has been used to make a judgment about a particular element.

Table 5: Making judgments: An example

| | |
|--|--|
| <p>School context: This is a small Community Languages school that has been operating for four years and has three teachers. The school operates on a Saturday in a rented church hall. Two of the teachers have recently arrived in Australia and speak and read the language well. None of the teachers have had teacher training but have university qualifications in other areas. One of these teachers, who had been associated with the school from the beginning is acting as Principal, but has a full-time job as well managing the family business.</p> | |
| <p>Element: Teachers have appropriate expertise. <i>This element is demonstrated when:</i></p> <ul style="list-style-type: none"> • Teachers are fluent users of the language being taught • Teachers can explain how the language works to students • Teachers identify their own training and development needs and goals • Teachers have high level skills in LOTE teaching & pedagogy • Teachers are regularly involved in professional development • Teachers update skills and knowledge | <p>What the review Team found:</p> <p>The family members interviewed during the review all said they believed the teachers had good language skills and were highly respected in the community.</p> <p>Teachers said they had good contacts with relatives and acquaintances in their home country that sent them magazines and videos regularly, but these were not used as teaching resources.</p> <p>One of the teachers had enrolled in a teaching methodology professional development course, but had not yet completed it. The other two</p> |

| | | | | |
|--|--|-------------------------------|----------------------------|----------------------------|
| <p>on a regular basis</p> <ul style="list-style-type: none"> Teachers regularly act as professional mentors for each other Teachers consistently reflect on own work for the purposes of self improvement Teachers regularly explain culture through language | <p>teachers said they did not have time to attend professional development courses.</p> <p>Teachers did not meet together to discuss learning issues. Staff meeting time (usually for half an hour before classes) was used to discuss planning for community events.</p> <p>The school had little contact with other schools teaching the same language.</p> <p>Students said that their lessons were boring because they only worked from textbooks.</p> | | | |
| <p>Judgement:</p> <p>The team decided that this element should be scored at the “Rarely Demonstrated” level because the majority of pointers could not be demonstrated.</p> | | | | |
| Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Developing a profile for your school against the dimensions

- At Appendix 5 a Framework Summary Template has been developed to allow schools to develop a profile of their performance against the Framework. This enables the results to be displayed in visual form that highlights strengths and areas for improvement. Using this template simply requires the ratings given for each element to be transferred from the individual element templates used from Appendix 4. An example of a school’s profile in the Curriculum dimension is shown in the extracts from the summary template below (Table 6). In this example, it could be concluded that while the school does well at teaching the language in appropriate cultural contexts and has documented its curriculum well, it has not ensured that teachers and families understand the intentions of the curriculum, nor is the curriculum well resourced. A school in this situation may decide to make stronger communication about the curriculum a priority for the coming year.

Table 6: Sample School Profile in relation to Curriculum Dimension

| Dimension 1: Curriculum | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
|---|------------------|---------------------|------------------------|---------------------|---------------------|
| 1.1 The school’s curriculum is understood by teachers and families. | | | | | |
| 1.2 The structure of the school’s curriculum makes provision for age appropriate and realistic and relevant student learning experiences. | | | | | |
| 1.3 The school’s curriculum is appropriately aligned with the relevant State/Territory curriculum structures. | | | | | |
| 1.4 The school’s curriculum provides for the teaching of the language in appropriate cultural contexts. | | | | | |
| 1.5 The school’s curriculum is appropriately resourced to promote student learning. | | | | | |

| Dimension 1: Curriculum | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
|---|-----------------------------------|---------------------|------------------------|-------------------------------|---------------------|
| 1.6 Structures are in place for monitoring and updating the school's curriculum to ensure that it is reflective of broader curriculum change. | | | | | |
| | ↑ <i>Areas for improvement</i> | | | ↑ <i>Areas of strength</i> | |

Reporting the profile to key stakeholder groups

- Once the profile is completed, it is important that findings should be communicated to all key stakeholders within the school community. This may take the form of a short summary of the school's strengths and areas for improvement in relation to a particular Dimension in the school's Newsletter or on its website if appropriate.

Using the Results for School Improvement Planning

Developing a School Action Plan

- The major purpose of the Review process is to enhance the overall performance of the school. The Review process is designed to identify a range of areas that could be addressed to enhance school performance. For this purpose, a School Action Plan template has been developed (Appendix 6). The purpose of this Plan is to enable the teachers to collaboratively develop, from the Review findings, the particular priorities that could be addressed in the future, to improve school performance. Each of these priorities should be documented on the Template, accompanied by responses to the following questions:
 - What outcomes will be achieved?
 - What actions are necessary?
 - Who will do them?
 - How will it be done?
 - What additional resources will be needed?
 - By when will it be done?

Once this template has been completed, it should be distributed to all key school community stakeholders for their information. In addition the completed template can be used as the basis of a School Action Plan (see Appendix 6) and for monitoring progress against identified timeframes. It is suggested that a representative group of school community representatives (eg teachers, family members, other school community representatives) be established as a Working Party for directing the work in addressing the priorities on the School Action Plan template. It would be expected that the priority areas in the Action Plan should be of sufficient scope that change could be achieved within a 12 month period.

Monitoring and reporting progress against the plan

- The School Action Plan is the key tool that should be used for implementing the priorities from the Review process. In addition progress must be regularly monitored and reported to the school community in relation to the implementation of the priorities. While the implementation phase may be driven by a Representative group, it is important that one member of that group take major responsibility for this important task.

Appendices

Appendix 1: Flowchart of Key Review Steps

Appendix 2: Checklist for School Review Team Leaders

Appendix 3: Checklist for School Review Team Members

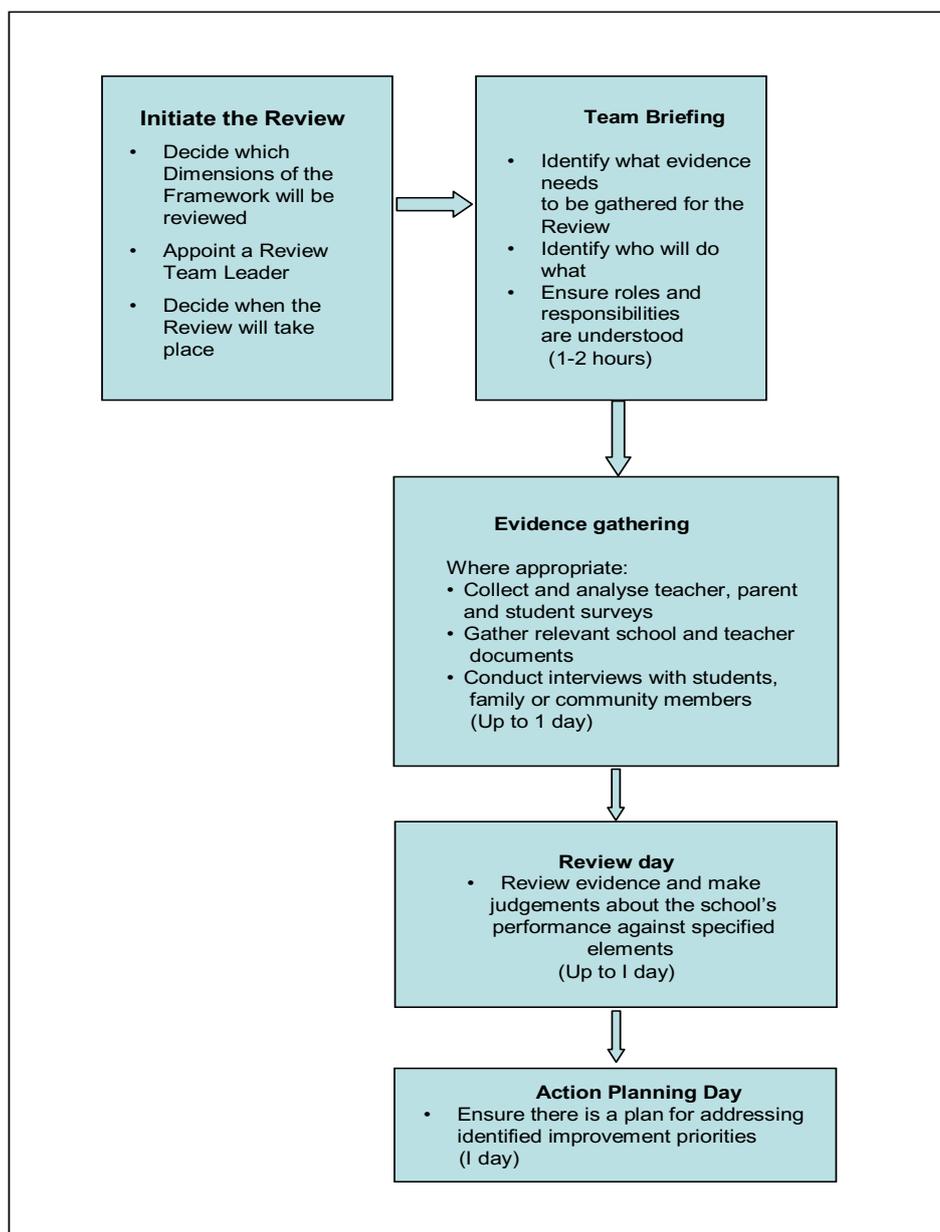
Appendix 4: Template for recording of judgments about elements

Appendix 5: Framework Summary Recording Template

Appendix 6: School Action Plan Template

Appendix 1: Flowchart of Key Review Steps

It is anticipated that most schools will need to set aside time for 3-4 meetings of the School Review Team. The following flow chart outlines the steps to be taken during a review. Note that in some cases, particularly small Community Language Schools, the Evidence Gathering day and Analysis day may be combined.



Appendix 2: Checklist for School Review Team Leaders

| Team Leader responsibilities | |
|------------------------------|--|
| Before the Review | <ul style="list-style-type: none"> • Organize timing of the Review, including the dates for the Review • Determine composition of team • Brief team members about the processes that will be used during the Review • Ensure all team members understand their responsibilities for the Review • Ensure all Team members understand the Framework and are given a copy • Ensure all members of the school community are aware of the Review and how they will be involved eg Newsletter/Staff meetings • Decide, in consultation with the Review team what evidence will be gathered in advance and how this will be gathered, eg family or student survey • Organize a space for Review team meetings during the Review • Collect any other documentation required to provide evidence for the Review, eg teacher programmes, school policy documents • Organize schedule of interviews to be undertaken with relevant stakeholders eg teachers, community members • Establish communication arrangements with key school community stakeholders |
| During the Review | <ul style="list-style-type: none"> • Ensure that all organizational arrangements are in place • Ensure that all appropriate evidence to be considered is available • Lead team discussions about evidence gathered to make informed judgements about the elements considered • Ensure that the judgements are appropriately recorded on the tools provided • Lead discussions in terms of the possible implications of the evidence for school improvement priorities |
| After the Review | <ul style="list-style-type: none"> • Ensure that the School Action Plan is developed as a collaborative activity by all staff to address issues emerging from the Review • Ensure the results of the Review are communicated in appropriate ways to members of the school community eg summary in school newsletter, discussion at staff meeting • Formally thank and acknowledge members of the Review team |

Appendix 3: Checklist for School Review Team Members

| Team Member Responsibilities | |
|------------------------------|---|
| Before the Review | <ul style="list-style-type: none"> • Attend necessary briefing meetings • Ensure that you understand the purpose of the Review • Ensure that you understand your roles and responsibilities in the Review process and how they complement the roles of other members of the Review team • Ensure that you have all necessary documentation to assist your role in the Review eg Framework • Ensure that you understand the processes that will be used during the Review process • Ensure that you are clear about what evidence will be gathered in advance and how this will be gathered, eg family or student survey • Ensure that you are aware of the space for Review team meetings during the Review • Be clear about your schedule of interviews to be undertaken with relevant stakeholders eg teachers, community members |
| During the Review | <ul style="list-style-type: none"> • Ensure that you are punctual and well prepared for all interviews • Ensure that you have the facilities for recording responses to interviews and other data gathering strategies • Contribute actively to team discussions about evidence gathered • Be a good listener and provide time for interviewees to provide information • Leave all interview spaces as you found them |
| After the Review | <ul style="list-style-type: none"> • Complete any activities required of you by the Team Leader • Ensure that all documentary evidence from the Review is given to the Team Leader |

Appendix 4: Template for recording of judgments about elements

Dimension 1: Curriculum

Element 1.1. The school's curriculum is understood by teachers and families.

| | | | | | |
|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|---|--|---|
| <p>Pointers <i>This element can be demonstrated when for example:</i></p> <ul style="list-style-type: none"> • Teachers' planning documentation reflects the school curriculum • Teaching strategies used in classrooms are derived from the school curriculum • Families have been advised about key aspects of the school curriculum. • Teachers regularly discuss curriculum implications for teaching the language • Student assessment strategies reflect the objectives of the curriculum | <p>Evidence <i>Examples of evidence that might be considered include:</i></p> <ul style="list-style-type: none"> • Each teacher regularly uses these sets of documents to teach the language. • Each teacher is programming from the school's curriculum in collaboration with other teachers. • Teachers' programming reflects continuity in learning across years. • Teachers are involved in regular professional learning/sharing of ideas on curriculum. • Families regularly help students with homework due to their understanding of the curriculum. | <p>Notes: <i>(Observations about the evidence on which your rating was based).</i></p> |
|---|--|---|

Dimension 1: Curriculum

Element 1.2. The structure of the school's curriculum makes provision for age appropriate and realistic and relevant student learning experiences

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|---|---|---|
| <ul style="list-style-type: none"> • The curriculum provides an extensive range of authentic writing, speaking, listening and viewing opportunities. • Curriculum based activities for students have been planned in accordance with students' stage of development • Teacher selects resources for teaching that are consistent with the objectives of the curriculum and individual student needs • The curriculum caters for a variety of ages, genders, and target-language speakers. • The curriculum is sequential and progressive to facilitate student learning. | <p>School documentation reflects the following:</p> <ul style="list-style-type: none"> • Students have opportunities to read, listen to and write the language in a variety of forms relevant to their everyday lives. • Students read and respond to a range of texts for meaning and enjoyment. • Students write correctly and appropriately to communicate, to record, and for self-expression. • Teachers assist students to examine, acknowledge and respect Language variation (e.g. accents, dialects, generational changes). • Students are encouraged to take pride in correct grammar, spelling and punctuation. • Students are aware of the use of different registers for different situations. • Student activities focus on explicit teaching of language structure. | |

Dimension 1: Curriculum

Element 1.3. The school's curriculum is appropriately aligned with the relevant State/Territory curriculum structures.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|---|---|---|
| <ul style="list-style-type: none"> • There is clear relationship with the State or Territory Framework documents. • There is alignment with States and Territories mainstream syllabus documents • There is a clear relationship between the school's curriculum and the objectives of the relevant state/territory curriculum documents • Teachers are aware of the spirit and intentions of the relevant state/territory curriculum documents • Curriculum committees within the school consistently work within the parameters of the relevant state/territory curriculum documents | <ul style="list-style-type: none"> • Minutes of curriculum committee meetings reflect the intentions of the relevant state/territory curriculum documents. • Student activities regularly reflect the content and objectives of the relevant state/territory curriculum documents. • Student displays demonstrate the alignment between what is taught in the school and the intentions of the relevant state/territory curriculum documents. • Teachers can readily discuss the nature and intention of the state/territory curriculum documents in relation to the language being taught. | |

Dimension 1: Curriculum

Element 1.4. The school's curriculum provides for the teaching of the language in appropriate cultural contexts.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|---|---|---|
| <ul style="list-style-type: none"> • The teacher regularly exploits the culture of the language as a learning tool for students • Relevant community members are regularly employed to assist in the teaching of the language • Teacher regularly uses resources that enable authentic learning experiences for students • The curriculum provides diverse contemporary ideas that assist teachers to use authentic experiences in teaching students • The curriculum committee ensures the strong emphasis on teaching the language through authentic cultural contexts | <ul style="list-style-type: none"> • Activities lead students to recognise how culture shapes identity. • Students can recognise elements of the different cultures which contribute to their own identities. • Activities expose students to a variety of manifestations of culture as these are embedded in language. • Activities lead students to appreciate own culture/heritage and value the diversity of cultures in their community. • Students show respect for the cultural practices of their communities. • Students share cultural experiences and respect differences. | |

Dimension 1: Curriculum

Element 1.5. The school's curriculum is appropriately resourced to promote student learning.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| <i>Rating:</i> | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Pointers

This element can be demonstrated when for example:

- Written texts are appropriate to the maturity and skills needed to engage students.
- The curriculum is resourced appropriately utilising the most up-to date media
- Technology is regularly used as a tool for assisting student learning
- Community resources are regularly used with more commercial resources to enrich students' learning experiences.
- Teachers are aware of the importance of the need to use resources and regularly share these with colleagues in order to assist student learning
- An allocated budget is available within the school to ensure that resources remain contemporary within the school

Evidence

Examples of evidence that might be considered include:

- Students regularly use information technology to enhance learning.
- Classrooms are well equipped with contemporary and relevant resources.
- Students regularly use resources in language learning.
- Teachers are aware of the range of resources in the school and select them in accordance with student learning needs.
- Teachers regularly discuss the use of resources to enhance student learning.
- Families are sometimes engaged in the school in the development of appropriate resources.

Notes:

(Observations about the evidence on which your rating was based).

Dimension 1: Curriculum

Element 1.6. Structures are in place for monitoring and updating the school’s curriculum to ensure that it is reflective of broader curriculum change.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
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| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|---|--|---|
| <ul style="list-style-type: none"> • The curriculum is regularly reviewed to ensure that it remains challenging and relevant. • Curriculum follows a structured cycle of review, planning and implementation • A representative curriculum committee has been established to review the curriculum • Teachers are aware of the bigger picture of emerging curriculum change in relation to the teaching of languages • Teachers ensure the most up to date methods and content are taught to students • Curriculum is outcomes based and addressing key learning areas relevant to community language schools | <ul style="list-style-type: none"> • Regular curriculum review meetings are conducted. • Minutes of curriculum meetings demonstrate the occurrence of regular teacher discussions about emerging curriculum trends. • Policy and curriculum documentation follows a planned cycle. • Teachers can describe the current curriculum approaches for teaching languages. • Student displays of work demonstrate contemporary curriculum thinking. • Teachers’ planning documents reflect the emergence of changing curriculum ideas. | |

Dimension 2: Leadership and Governance

Element 2.1. The school leadership establishes and communicates a vision that ensures excellence in student learning.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
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| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|---|---|---|
| <ul style="list-style-type: none"> • The school leadership guides the school in improving educational outcomes as well as improvement in the well being of students and staff. • There is a culture of continuous improvement in the school that ensures the focus on enhanced student outcomes • The school leadership actively communicates the vision of the school to families and the broader community. • The school leadership ensures that it keeps up to date with educational changes and changes in students' needs • Leaders identify those aspects of the culture that support or detract from learning and respond appropriately • Leadership recognizes the school's strengths and builds on them • Leadership provides time, resources and opportunities to enable the school community to clarify beliefs and values and set future priorities • There is a culture of high expectations for all students. | <ul style="list-style-type: none"> • Subcommittees monitor student outcomes and the learning program, taking into account the students' ability to use the target language, the development of their self-esteem and emotional growth. • Clear responsibilities have been assigned to curriculum committee members and staff. • Staff are members of broader community and language associations. • School newsletters regularly articulate superior student achievements. • Community newspapers are regularly employed to showcase student achievement. • Minutes of school meetings reflect the focus on excellence in student learning. • Community members are kept up-to-date with school information. | |

Dimension 2: Leadership and Governance

Element 2.2. The school leadership provides direction and guidance for achieving the school's goals.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| <i>Rating:</i> | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
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| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|--|---|---|
| <ul style="list-style-type: none"> • The school leadership communicates goals, plans and achievements clearly to staff and community. • The school leadership takes responsibility for managing timelines for any process of changes • The school leadership takes responsibility for building and maintaining strong governance of the school. • The school leadership strives for representation of all sectors of the school community in decision making. • The school leadership understands the vision and guides the organization towards goal achievement. • Leaders influence the direction of others towards a shared purpose. • Leaders model, advocate and support continuous learning. • Students, parents and teachers are seen to be partners in education and work together to achieve the school's goals. | <ul style="list-style-type: none"> • Policy documents reflect a clear focus on the governance of the school and the steps to be undertaken to ensure its effective implementation. • All curriculum and policy committees are supported with adequate time and resources to fulfil their aims. • Committee members are nominated from staff, support staff and community members. • Senior students, staff and community members are groomed for future membership of the school leadership team. | |

Dimension 2: Leadership and Governance

Element 2.3. The school leadership is responsible and accountable for all aspects of the school's operation.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
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| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|--|---|---|
| <ul style="list-style-type: none"> • The school leadership ensures compliance with all relevant legislation and regulations and funding requirements. • The school leadership understands the implications of educational accountability and has established policies and procedures to address these issues • Clear roles and responsibilities are identified for the school leadership and members of staff | <ul style="list-style-type: none"> • Minutes of meetings / constitution reflect adherence to relevant compliance requirements. • School policy documents highlight the educational accountability requirements and strategies for addressing these. • School documentation demonstrates the systematic addressing of educational accountability. • Relevant Board of Studies and Government education guidelines are followed and documented. • Financial requirements of CLSP are followed and documented. • Statements of income & expenditure are kept up to date and reflect an efficient school operation. • Class rolls and related student documentation are diligently maintained. | |

Dimension 2: Leadership and Governance

Element 2.4. The school leadership develops and monitors policies and processes to support all aspects of the school's operation.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
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| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|---|--|---|
| <ul style="list-style-type: none"> • The school leadership takes responsibility for planning, developing, monitoring and reviewing the school's policies. • The school has established a cycle of planning, implementation and ongoing review for school policies • Changes to policies are made with the interest of the school and its community in mind. • Key members of the school community regularly reflect, review and evaluate school policies, procedures and teaching methodology • Leaders critically reflect upon school policies and practices. • School policies and practices provide for the needs of transient and casual members of the school community. | <ul style="list-style-type: none"> • Policy documents in all areas of the school's operations are in regular use to guide decision making. • Minutes of meetings reflect the curriculum and policy cycles in action • Key members of the school community are aware of school governance issues and regularly participate in such decisions. • The school leadership ensures effective communication to key stakeholders of all decision making relating to major school policies and processes. | |

Dimension 2: Leadership and Governance

Element 2.5. The school leadership ensures that relationships within the school are based on trust, collegiality and ethical practices.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|---|---|---|
| <ul style="list-style-type: none"> • Whole school planning is undertaken on a collaborative basis. • Code of ethical conduct has been developed and agreed upon by all school community members • Consultation, collegiality and collaboration are evident features of the school. • Leadership promotes and maintain positive relationships. • Leadership understands and address equity issues. • Leadership values and promotes equity. • Leadership constructively manages the resolution of conflict. • The school’s purpose is shaped by all groups within the school community. • Leadership encourages the development and sharing of individual visions to create a cohesive school culture. • Collegiality and collaboration are evident features of the school in the development of its purpose. • Strategies for collaborative decision making are employed. • Structures exist at all levels which promote open communication, debate and collective decision making. | <ul style="list-style-type: none"> • Leadership interacts openly and ethically with members of the school community. • School code of ethical conduct is on display in all public areas. • Leadership values the contributions of individuals and groups to promote and celebrate their achievement. • Whole school community events are common place. • Members of the school community help each other in a range of ways for the benefit of the school. • Leadership regularly celebrates the unique abilities and diversity of individual students. | |

Dimension 2: Leadership and Governance

Element 2.6. The school leadership efficiently manages financial, physical and human resources to support teaching and learning.

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| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
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| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|---|---|---|
| <ul style="list-style-type: none"> • Subcommittees monitor satisfaction levels from staff and students by surveys or feedback, in order to maintain retention rates at all levels. • Achievable timelines are devised, documented and monitored, according to staff’s ability to cope. • The school/community is encouraged to help and support one another • Duties of school positions are clearly defined and communicated • Opportunities are offered to community members to develop leadership skills. • Individuals seek and are encouraged to seek leadership roles. • Staff have opportunities to assume leadership roles. • Leaders value the different roles that individual adopt.. | <ul style="list-style-type: none"> • Policy documents for efficient management of resources are openly available to members of the school community. • Members of the school community can discuss the benefits of the way resources are managed in the school. • Voluntary effort by community members is readily recognized. • Community member attend courses relating to aspects of school operation eg Management principles course. | |

Dimension 3: School Community Links

Element 3.1. The school has built a positive relationship with host school which students attend.

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| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
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| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|--|---|---|
| <ul style="list-style-type: none"> • The school promotes its services to the host school as a complimentary provider of languages • The two schools regularly make use of each other's facilities • Student achievements in the relevant language are reported on the host school's report card. • Teachers from both schools share resources • Opportunities for teachers to observe each other's lessons are scheduled • Teachers from the community languages feel welcome at the host school | <ul style="list-style-type: none"> • Host and community schools participate in each others' celebrations. • Host school willingly shares facilities to assist Community languages school. • Teachers from the Community Languages School sometimes attend staff meetings at the host school. • Community languages teachers and relevant host school teachers regularly discuss relevant student progress in languages. | |

Dimension 3: School Community Links

Element 3.2. The school has built positive relationships with the local community to promote the value of language learning.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|---|---|---|
| <ul style="list-style-type: none"> • The Community languages school is visibly part of the community. • Leadership researches and finds out the existence of other community groups, agencies and other services in the immediate local community. • Leadership understands, knows and employs the services of local community agencies. • Leadership is willing to liaise and socialize to promote effective reciprocal relationships with the local community (?) • Members of the local community are regularly in the school contributing to student learning of the relevant language. • The school has established links with the local business community. | <ul style="list-style-type: none"> • There is a regular reporting process about the progress of the school to the wider community, eg. AGMs, monthly meetings. • The students display their learning and are given an opportunity to practise their skills in real life situations to the community (eg. End of the year celebrations, church reading, community functions or committees). • The community provides financial assistance for the community language school. • Students attend various community/group/agency events, workshops, festive celebrations regularly. • Communities/groups/agencies are invited to school events and festive celebrations. • Staff receive support and recognition from the local community. • Student work and photos are regularly published in local paper. | |

Dimension 3: School Community Links

Element 3.3. The school has established broader community relationships to provide authentic learning contexts.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
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| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
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| | | |
|--|---|--|
| <ul style="list-style-type: none"> • Relationships between home school and the community are actively supported. • The school has built positive relationships in the relevant cultural community • The school researches and finds out the existence of other community groups, agencies and other services relevant to the language taught by the school. • The school understands and knows the roles of these groups, agencies and other services. • The CLS takes advantage o opportunities for celebrating success with the broader community • The school uses formal and informal strategies to identify and develop an understanding of the school’s cultural groups. | <ul style="list-style-type: none"> • A list of resources - newspapers, websites, government gazettes, newsletter are made available. • Teachers and students attend various community/group/agency events, workshops, festive celebrations regularly. • Invite other communities/groups/agencies to own events and festive celebration regularly. • Teachers can describe their involvement with such groups as Ethnic Communities Council, Federation of Ethnic Communities Councils of Australia, relevant teachers’ organizations, religious, cultural, professional organizations, Community Languages Australia, Australian Federation of Ethnic Schools Associations). • Students participate in local multicultural and charity events. • Student and teacher achievements are regularly recognised in local media | |
|--|---|--|

Dimension 3: School Community Links

Element 3.4. The school has established ongoing relationships with other community language schools within and across States and Territories.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| <i>Rating:</i> | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|---|---|
| <p>Pointers <i>This element can be demonstrated when for example:</i></p> <ul style="list-style-type: none"> • Teachers regularly exchange teaching and learning ideas with colleagues from other community language schools. • Teachers from a variety of schools plan and share mutual professional development experiences. • Schools share resources and facilities where appropriate. | <p>Evidence <i>Examples of evidence that might be considered include:</i></p> <ul style="list-style-type: none"> • Joint professional development programs are conducted on agreed sites. • Interstate competitions are organized to promote language skills. • Regular lesson observations and professional discussions occur between schools. | <p>Notes: <i>(Observations about the evidence on which your rating was based).</i></p> |
|--|---|---|

Dimension 3: School Community Links

Element 3.5. The school regularly engages with the relevant State/Territory education authority.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|--|---|
| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|--|--|---|

| | | |
|--|---|--|
| <ul style="list-style-type: none"> • There is acceptance of the Community Languages school as a complementary provider of languages and cultural education. • The Community Languages school has access to resources • Productive relationships have been established between the school and Relevant state/territory authorities • The Community Languages school is made welcome by the local host school • Compliance occurs with BOS / mainstream school requirements for HSC • Communication with government education bodies is a key responsibility of the Community Languages school Principal | <ul style="list-style-type: none"> • Languages and cultural education policies include reference to community languages schools as partners in languages education. • Education system policy and planning documents refer to the complementary role of community languages schools. • All education authorities promote learning in community languages schools as a valuable educational activity and include this in the educational profile of students attending community languages schools. • All education authorities are aware of quality assurance strategies that exist in the community languages school. • Teachers in government and non government schools regularly communicate with community languages teachers about students they share in common • Mainstream teachers know about and publicise the benefits of learning languages and culture in Community Languages schools to all students | |
|--|---|--|

Dimension 3: School Community Links

Element 3.5. The school regularly engages with the relevant State/Territory education authority.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| <p>Pointers <i>This element can be demonstrated when for example:</i></p> | <p>Evidence <i>Examples of evidence that might be considered include:</i></p> <ul style="list-style-type: none"> • Government and non government schools host observation visits by teachers completing their accreditation. • There is a reporting process that outlines student achievements in an ethnic school that is included in the students' educational profiles and is used in discussion with students and parents. | <p>Notes: <i>(Observations about the evidence on which your rating was based).</i></p> |
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Dimension 3: School Community Links

Element 3.6. The school regularly engages with other educational institutions.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
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| <ul style="list-style-type: none"> • The school researches and finds out the existence of other educational institutions that can enhance learning outcomes for students • The school understands and knows the roles of these educational institutions. • The school is willing to liaise and socialize to promote good inter-relationships with these educational institutions. • The school has established contact with tertiary institutions to offer in-country scholarships. • The school has established links with tertiary bodies to offer professional development at state and national level. • The school has established student exchange programs through tertiary institutions. | <ul style="list-style-type: none"> • A list of resources - newspapers, websites, government gazettes, newsletter are made available to staff • Teachers and school community members regularly attend various Education Institution events and workshops regularly. • The school invites other Education Institutions to its own events and festive celebration regularly. • Teachers have accessed specific language programs and shared with other teachers. • Teachers have attended national conferences. • Teachers share experiences and ideas gleaned form conferences. • Students are hosted. Host to gain first hand experience in language and culture. | |

Dimension 3: School Community Links

Element 3.7. The school seeks opportunities to engage with the relevant international language community.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| <i>Rating:</i> | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
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| <ul style="list-style-type: none"> • The school has established links with its country. • The school is aware of possible assistance that may be accessed through the host country • Participation with embassies / consulates and overseas offices is a regular feature of school operation • Members of the international language community are regularly invited to school events • Relationships have been leveraged so that students can communicate with peers in the relevant language country. | <ul style="list-style-type: none"> • Relevant language country representative provides educational support and training • Language country regularly provide educational resources where appropriate • Educational funding is regularly explored and received from the host country representative • Representative from host language is an active member of the school community and is regularly invited to school events and celebrations. | |

Dimension 4: Monitoring and Evaluation

Element 4.1. The school has a process for collecting data about student performance

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| <i>Rating:</i> | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|---|---|---|
| <p>Pointers <i>This element can be demonstrated when for example:</i></p> <ul style="list-style-type: none"> • Teachers observe and keep records of each student's development and learning. • Data collection is regular, focuses on outcomes and uses qualitative and quantitative measures. • Realistic timeframes are set for monitoring and evaluation of student outcomes. • Teachers make use of data collected for enhancing student learning outcomes | <p>Evidence <i>Examples of evidence that might be considered include:</i></p> <ul style="list-style-type: none"> • Student assessment policies document requirements for regularly gathering student achievement data • Teacher records highlight the maintenance of the school's student assessment policy • Teachers, students and parents are aware of the approaches taken for collecting student assessment data • Students' work is regularly marked and samples collected for assessment purposes • Teachers regularly use agreed tests for assessing student achievement • Student test results are filed and can be cited | <p>Notes: <i>(Observations about the evidence on which your rating was based).</i></p> |
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Dimension 4: Monitoring and Evaluation

Element 4.2. The school's assessment practices are sensitive and appropriate to individual student needs.

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| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|--|---|---|
| <ul style="list-style-type: none"> • A range of assessment strategies are used with students in accordance with learning needs • Close alignment exists between assessment tools being employed and the purposes of assessment • Teachers regularly search for additional assessment tools for measuring student achievement • Teachers attend professional development programmes to assist them to develop tailored assessment tools • The school's student assessment policy makes provision for the diverse needs of students | <ul style="list-style-type: none"> • Student assessment records reflect the use of a range of student measurement practices • Student assessment records reflect that tools and practices have been selected in accordance with each student's need and developmental stage • Student report cards reflect a range of information on language achievement on each student • Teachers are able to discuss student achievement in accordance with a variety of assessment practices | |

Dimension 4: Monitoring and Evaluation

Element 4.3. The school has a process for reviewing data about student performance.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| <i>Rating:</i> | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| <p>Pointers <i>This element can be demonstrated when for example:</i></p> <ul style="list-style-type: none"> • Teachers regularly assess students' learning in a variety of ways. • School student assessment policy provides guidelines for reviewing data about student performance • Teachers attend professional development programmes about student evaluation • Tools are available to assess student progress | <p>Evidence <i>Examples of evidence that might be considered include:</i></p> <ul style="list-style-type: none"> • School's student assessment policy is regularly referred to as the reference point for student assessment • Teachers write down anecdotal notes or observation notes after lessons • Teachers use log books, diaries, rubrics (commercial or self designed) to cover all areas of student development and progress • Depending on aims and tasks set, the teachers use oral or written tests, observation notes, videos/displays/posters made by students, rubrics, (self-) evaluation forms, anecdotal records, checklists, graphic organisers etc. • Teachers use formative assessment and summative assessment tasks. • Records of exams and exercise books are kept. • Students maintain portfolios | <p>Notes: <i>(Observations about the evidence on which your rating was based).</i></p> |
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Dimension 4: Monitoring and Evaluation

Element 4.4. The school has in place strategies to celebrate and reward student achievement.

Rating:



| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
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| <ul style="list-style-type: none"> • Achievements across the school community are regularly acknowledged and rewarded. • Celebration and reward systems for student achievement have been discussed with students and their families • The school community values the ceremonies, symbols and rituals used to reward achievement. • Student achievement rewards align with the school's goals. • Rewards systems are evaluated regularly for their effectiveness in contributing to the school's purpose. • There is a perceived sense of justice by students in the reward system being employed | <ul style="list-style-type: none"> • The school community recognises the significance of celebrations and reward systems for students. • Students can describe their selection of rewards presented to them. • Parents participate and recognise and the importance of rewards and celebrations for student achievement. | |

Dimension 4: Monitoring and Evaluation

Element 4.5. Evaluative processes are used to plan continuous improvement within the school.

Rating:



| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
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| <ul style="list-style-type: none"> • The school has a policy for planning, implementation and evaluation in a cyclical process • The school has developed guidelines for using assessment data as the basis for making decisions about whole school improvement • The school community monitors school practices and provides feedback • Community members are invited to provide feedback to the school • The school initiates and implements education programs which effect improvement. • New ideas are explored and evaluated. • The school models commitment to school improvement. • Future school priorities are informed by the evaluation of outcomes. • Ongoing school practices undergo regular evaluation using formal and informal strategies. • Evaluation and review processes are built into the structure of all school initiatives. | <ul style="list-style-type: none"> • Students, at age appropriate level, do one or more of the following: <ul style="list-style-type: none"> - maintain a portfolio, - keep a logbook, - create mind maps - complete evaluation sheets - set their own learning goals - participate in peer conferences/round table conferences • Primary students have developed their personal learning goals • Middle school students are able to summarize their learning for the term in a mind map • Secondary students use their portfolio for a parent-teacher-student conference • Community members actively participate in school subcommittees. • Guest speakers are regularly asked for their comments about their perceptions of the school • Community opinion on important issues is | |

Dimension 4: Monitoring and Evaluation

Element 4.5. Evaluative processes are used to plan continuous improvement within the school.

Rating:

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
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| | <p>sought via questionnaires/reply slips.</p> <ul style="list-style-type: none"> • Representatives of the school community exchange information pertinent to school practices • Representatives of the school community adapt school practices when appropriate. • Teachers provide the school principal with a summary of parent comments eg after an assembly/an excursion • All members of the school community (community leaders, families, students, teachers) have regular opportunities to express opinions on the running of the school • Students' details are regularly updated • Curriculum and planning records are maintained | |

Dimension 4: Monitoring and Evaluation

Element 4.6. The school has established processes for communicating assessment information to students, parents/caregivers and other key stakeholders

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| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
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| <ul style="list-style-type: none"> • Teachers provide students with feedback on their learning. • Teachers report on students' learning to parents, students (if adult) and mainstream school. • School policy guides practice in this area of school operations • School community members have been consulted on the most appropriate forms of communication of student assessment information • Teachers conduct programs for parents to be informed what is being taught in the syllabus. • Student learning outcomes are documented and clearly communicated in an accessible form to students and parents/caregivers. | <ul style="list-style-type: none"> • Students receive accurate, caring and supportive comments, notes, encouragement, scaffolding, test scores etc. • Teachers share anecdotal information with parents • Students take workbooks home to show to their (grand)parents • Teacher - parent meetings are held if and when need arises • An annual report is provided to parents • An annual reports is sent to the child's teacher in the mainstream school • Feedback is regularly provided to parents on attendance and progress. • Teacher/Parent interview evenings are held to discuss student progress. • Students, families and other stakeholders interpret assessment information to inform them about progress and the next stages of learning. | |
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Dimension 5: Teaching Practices

Element 5.1. Teachers communicate clear expectations about the standards and outcomes they expect their students to achieve.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
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| <ul style="list-style-type: none"> • Teachers reflect student outcomes in planning documentation. • Teachers articulate learning goals for students. • Students engage successfully in self evaluation. • Teachers regularly employ reward systems compatible with identified student standards. • Students understand how the outcomes of their learning are assessed and reported. | <ul style="list-style-type: none"> • A sample of teachers' programs show the outcomes expected from each lesson. • Assessment tasks link directly to State and Territory syllabus outcomes. • Teachers can discuss what outcomes they are working towards in their lessons. • Teacher planning documentation reflects identified standards. • Student portfolios reflect identified learning goals. | |

Dimension 5: Teaching Practices

Element 5.2. Teachers plan their lessons based on an understanding of their students' learning needs and abilities.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
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| <ul style="list-style-type: none"> • Lesson plans demonstrate a clear understanding of students' needs. • Teaching learning strategies take account of students' needs and abilities. • Classroom resources reflect varying interests and abilities of students. • Assessment strategies have been developed in accordance with each student's learning need. • Teachers have knowledge of relevant learning theories and pedagogical practices and use these to plan their lessons | <ul style="list-style-type: none"> • Classroom activities undertaken in accordance with learning needs and abilities of students. • Teachers are able to discuss varying needs and abilities of students. • Students' completed work reflects achievements at different ability levels. • Teacher is able to discuss application of relevant theories to teaching practice | |
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Dimension 5: Teaching Practices

Element 5.3. Teachers employ a range of teaching practices and strategies to engage and meet the needs of a range of students.

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|----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>Rating:</i> | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> |

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
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| <ul style="list-style-type: none"> • Teachers have a sound knowledge of the diversity of students' backgrounds and needs. • Teachers explore and address the needs of individual students. • Teachers adapt their methodologies to the different learning styles of students. • Teachers use a variety of resources and methods of presentation. • Teachers create a supportive environment for the achievement of the school's objectives, taking account of the needs of students. • Teachers create a positive, nurturing and stimulating learning environment that is inclusive of all students. • The teacher uses relevant technology to facilitate student learning. | <ul style="list-style-type: none"> • The teacher gathers and records information about the students from a variety of resources eg: personal observation, student records, student and parent interviews, evaluation and assessment of prior knowledge. • The teacher uses all information obtained to identify the particular needs of the students. • The teacher updates knowledge of language and cultural changes in the community and country of origin in relation to particular students. • Students can select from a range of tasks and activities. • Teaching and learning tasks and activities are appropriate for different age and ability levels • Lessons are planned and presented in a flexible way. • Students work on tasks at their own pace. • Students are engaged and happy. | |

Dimension 5: Teaching Practices

Element 5.4. Teachers regularly provide feedback on student performance.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| <i>Rating:</i> | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
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| <ul style="list-style-type: none"> • The teacher maintains and uses appropriate records of individual student achievement • Teachers regularly mark work completed by students • Parent input or feedback on student performance is regularly provided by the teacher. • Students engage in a range of peer and self-assessment activities. • Student learning outcomes are documented and clearly communicated in an accessible form to students and parents/caregivers. • Reporting provides information to assist students reach their potential. | <ul style="list-style-type: none"> • Regular report cards have been provided to parents. • Students can describe the kinds of feedback they have been given by teachers. • Teachers have kept records of student assessment. • Student work samples show evidence of teacher feedback. • The classroom walls display language and posters including teachers' feedback comments. | |

Dimension 5: Teaching Practices

Element 5.5. Teachers collaborate with colleagues and share ideas and experiences to improve ideas and practice.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
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| <ul style="list-style-type: none"> • Teachers, individually, and in groups, review their teaching practices and learning theories, with a view to improvement. • Teachers support each other’s professional development by engaging in formal and informal discussion about learning and teaching. • Teachers invite each other to observe and participate in observing each others’ lessons in order to build a professional discourse form improving and developing practice. | <ul style="list-style-type: none"> • Team planning documents are a key part of teachers’ planning documentation. • Teachers are adopting creative teaching strategies in the teaching of language. • Staff meeting minutes reflect times on the agenda for professional discussion. | |
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Dimension 5: Teaching Practices

Element 5.6. Teachers ensure that lessons are organised and structured

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| <i>Rating:</i> | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
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| <p>Pointers <i>This element can be demonstrated when for example:</i></p> <ul style="list-style-type: none"> • Teachers' planning documentation is readily available and up to date. • Teachers have appropriate resources to meet student needs/levels. • Lessons are prepared in advance. • Curriculum/syllabus documents are diligently followed. • Teacher programs provide for appropriate sequence and continuity of learning for students. | <p>Evidence <i>Examples of evidence that might be considered include:</i></p> <ul style="list-style-type: none"> • The classroom is well set-up when the students arrive. • Students are engaged in learning. • A variety of resources are used. • Lessons flow well from one step to the next. • Well developed scope and sequence plans are available for perusal. | <p>Notes: <i>(Observations about the evidence on which your rating was based).</i></p> |
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Dimension 5: Teaching Practices

Element 5.7. Teachers exercise effective classroom management techniques.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
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| <ul style="list-style-type: none"> • The teacher and student negotiate and agree to parameters of behaviour which encourage learning and reflect school policy. • Students are fully engaged in learning. • Clear student behaviour expectations and standards are understood and implemented in classrooms. • Lessons are rarely interrupted by behaviour management issues. | <ul style="list-style-type: none"> • Students are able to discuss classroom expectations relating to behaviour. • Code of student conduct is displayed in classrooms. • Teachers are able to discuss how effective classroom management has been achieved • Students are able to describe the implications of each of the elements of the code of conduct. | |

Dimension 5: Teaching Practices

Element 5.8. Teachers have appropriate expertise.

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| <i>Rating:</i> | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
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| <ul style="list-style-type: none"> • Teachers are fluent users of the language being taught • Teachers can explain how the language works to students • Teachers identify their own training and development needs and goals • Teachers have high level skills in LOTE teaching & pedagogy • Teachers are regularly involved in professional development • Teachers update skills and knowledge on a regular basis • Teachers regularly act as professional mentors for each other • Teachers consistently reflect on own work for the purposes of self improvement • Teachers regularly explain culture through language | <ul style="list-style-type: none"> • Teachers share educational success stories with colleagues and seek advice of colleagues. • Teachers participate in training and development workshops and seminars organised by relevant educational authorities Language Support Services etc. • Teachers do professional readings eg. languages magazines, book/videos concerning classroom management/child development • Teachers complete a formal teaching qualification • Regular attendance at professional development courses • Students can discuss cultural background, history of language • Teacher uses gestures appropriate to the language | |

Dimension 5: Teaching Practices

Element 5.9. Teachers employ pedagogy that reflects known best practice in language acquisition.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| <i>Rating:</i> | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
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| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|---|--|---|
| <ul style="list-style-type: none"> • The teacher ensures that students write in the target language in ways that are correct and appropriate for the purpose and audience. • Teachers reflect language nuances in their communication of the language • Language is taught within a cultural context • Teachers provide ample experiences of the language and of the associated culture(s) to develop socio-cultural awareness specific to the language • Teachers create an environment where learners are constantly exposed to the target language and culture. • People, information, resources and professional organisations are accessed by the teacher for the improvement of personal teaching practice. • Teacher practice is developed and refined as a result of evaluation and reflection by teachers and students. | <ul style="list-style-type: none"> • The classroom walls display language and cultural posters • Festivals and rituals are observed • Learners are involved in reading, speaking, writing and responding. • Learners listen to, view and respond to stimuli provided in the community language. • Learners learn communication strategies to sustain and maintain communication. • Learners obtain information by searching through the texts written or spoken in the community language. • Learners obtain information by listening to or reading texts in the community language. • Learners participate in social interaction related to the task of problem solving, eg meeting new people, making arrangements, making decisions, obtaining and discussing public and private information • Learners learn to maintain personal relationships within the norm of the community. | |

Dimension 5: Teaching Practices

Element 5.9. Teachers employ pedagogy that reflects known best practice in language acquisition.

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|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
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| <p>Pointers <i>This element can be demonstrated when for example:</i></p> | <p>Evidence <i>Examples of evidence that might be considered include:</i></p> <ul style="list-style-type: none"> • Learners acquire and develop knowledge and understanding of aspects of the target language community. • Learners can discuss aspects of their own personal identity. | <p>Notes: <i>(Observations about the evidence on which your rating was based).</i></p> |
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Dimension 6: Purposeful Learning

Element 6.1. Students have clear understanding of the goals for their learning.

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| <i>Rating:</i> | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
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| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
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| <ul style="list-style-type: none"> • Students see learning a second language as an advantage • Students have established goals for their learning • Teacher/student discussions about learning goals are a characteristic of classrooms • Parents are aware of student goals and discuss these with their own children • Student goals are documented in student records • Students understand why they are learning the language • Students enjoy learning and know that what they are learning is useful, interesting and relevant. • Students value the relevance of their learning in terms of current and future needs. • Students understand the achieved and expected outcomes of their learning. | <ul style="list-style-type: none"> • Students can discuss their goals and give examples of what they have been taught. • Students can talk about reasons/advantages of language learning. • Teachers' programmes show lessons that describe the benefits of language learning. • Students' work samples reflect the focus on goals • Parents are able to articulate student goals and their role in the achievement of the goals. • Teachers are able to discuss the goals for individual students and how they are being addressed | |

Dimension 6: Purposeful Learning

Element 6.2. Students are provided with opportunities to manage their learning to build on their existing language skills and understandings.

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| <i>Rating:</i> | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
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| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
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| <ul style="list-style-type: none"> • Students are provided with opportunities for individual development in a variety of areas • Teachers provide explicit and clear goals and objectives of the learning activities. • Teachers provide learners opportunity to learn skills to take responsibility for their own learning • Teachers encourage and promote the active involvement of all learners in exploring, investigating, reflecting, communicating, and self-discovery. • Students understand how the outcomes of their learning are assessed and reported. • Students independently and collaboratively set and adjust their goals and future learning strategies. • Students plan activities and employ a wide range of personally appropriate management strategies to accomplish tasks. • Students access technology as an integral component of their learning. • Students make decisions about the next steps in their own learning in collaboration with others. • Students develop and refine their repertoire of learning strategies through self-assessment and reflection on | <ul style="list-style-type: none"> • Students are regularly being given the opportunity to participate such language and cultural learning activities as: <ul style="list-style-type: none"> ○ Leadership programs ○ Dance ○ Debating competitions ○ Public speaking opportunities ○ Sport ○ Cultural activities • Teachers explain regularly how classroom activities and homework help the students improve their linguistic knowledge and skills. • Work samples show that students take action, apply knowledge, think, respond, and draw conclusions from given information. • Students generalise from the specific data, test these out, and reformulate them. • Students are regularly asking appropriate questions about their own learning • Students and teachers regularly provide | |
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Dimension 6: Purposeful Learning

Element 6.2. Students are provided with opportunities to manage their learning to build on their existing language skills and understandings.

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| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|--|--|---|
| <p>their progress.</p> | <p>feedback to each other</p> <ul style="list-style-type: none"> • Lesson plans reflect opportunity for extension activities for some students and different tasks for different levels of student achievement • Students, at age appropriate level, do one or more of the following: <ul style="list-style-type: none"> ○ maintain a portfolio, ○ keep a logbook, ○ complete evaluation sheets ○ set their own learning goals ○ participate in peer conferences/round table conferences | |

Dimension 6: Purposeful Learning

Element 6.3. Students are given the opportunity to apply their learning in the real life contexts.

| | | | | | |
|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Pointers

This element can be demonstrated when for example:

- Teachers create an environment where learners are constantly exposed to the target language and culture in real life situations.
- Teachers provide learners with opportunities to participate in the use of the target language in a wide range of activities.
- Teachers provide ample experiences of the language and of the associated culture(s) to develop socio-cultural awareness specific to the language
- Language is taught within the context of the community
- Students understand their own culture
- Learning is relevant to contemporary Australian context (real world learning)
-

Evidence

Examples of evidence that might be considered include:

- The classroom walls display language and cultural posters
- Festivals and rituals are regularly observed
- Learners learn verbal and non verbal communication strategies to sustain and maintain communication.
- Learners obtain information by searching through the texts written or spoken in the community language.
- Learners obtain information by listening to or reading texts in the community language.
- Learners use the language in social interaction related to the task of problem solving, eg meeting new people, making arrangements, making decisions, obtaining and discussing public and private information
- Learners learn to maintain personal relationships within the norm of the community.
- Learners acquire and develop knowledge and understanding of aspects of the target language community.

Notes:

(Observations about the evidence on which your rating was based).

Dimension 6: Purposeful Learning

Element 6.3. Students are given the opportunity to apply their learning in the real life contexts.

| | | | | | |
|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|---|---|
| <p>Pointers <i>This element can be demonstrated when for example:</i></p> | <p>Evidence <i>Examples of evidence that might be considered include:</i></p> <ul style="list-style-type: none"> • Regular use is made of modern technology, current newspaper and magazine articles and community facilities • Excursions are regularly undertaken where students have the opportunity to use target language | <p>Notes: <i>(Observations about the evidence on which your rating was based).</i></p> |
|--|---|---|

Dimension 6: Purposeful Learning

Element 6.4. Student learning provides opportunity for the demonstration of values such as caring, citizenship, fairness, respect, responsibility and trustworthiness.

| | | | | | |
|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| <i>Rating:</i> | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Pointers | Evidence | Notes: |
|---|--|---|
| <p><i>This element can be demonstrated when for example:</i></p> <ul style="list-style-type: none"> • Teachers regularly highlight the value of cultural differences • Teachers have knowledge of other cultural practices • Teachers are sensitive to values of other cultures and demonstrate these through student learning experiences • Teachers deliberately plan student learning experiences that highlight important social values | <p><i>Examples of evidence that might be considered include:</i></p> <ul style="list-style-type: none"> • Students are able to discuss the application of important social values in classroom contexts • Student work sample reflect the application of key social values Students work samples highlight the differences and similarities in social values in different cultures • Lesson plans and programmes, include scope and sequence charts make provision for emphasis on social values • Students achieve personal excellence and demonstrate pride in their achievement | <p><i>(Observations about the evidence on which your rating was based).</i></p> |

Dimension 7: Student Wellbeing

Element 7.1. The school recognises, values and supports the diversity of its learners.

Rating:



| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|--|---|---|
| <ul style="list-style-type: none"> • Teaching and learning activities within the school value cultural identity • All members of the school community, including the students, contribute to the culture of the school. • The opinions of all individuals and groups in the school community are valued. • The school actively promotes diversity through the organization of community based learning activities • The school curriculum is driven by an ongoing focus on cultural diversity | <ul style="list-style-type: none"> • Students regularly participate and organize cultural festivals, characteristic of the local community • Community members regularly participate in the school to enhance the cultural richness of student learning • School based Curriculum and policy documentation highlight cultural diversity • Students are regularly researching materials and preparing presentation that support cultural diversity | |

Dimension 7: Student Wellbeing

Element 7.2. The school's teaching and learning practices meet the interests, needs and abilities of all students.

Rating:



| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|--|---|---|
| <ul style="list-style-type: none"> • Teachers, in consultation with parents and/or community members, use, acquire and/or develop teaching resources that are appropriate to students' interests, needs and abilities • Teachers keep regular records of individual students' abilities and achievements • Teachers plan interesting and motivating lessons and learning activities in accordance with student need and ability level • Community members contribute knowledge and/or expertise to enhance learning experiences for students • The organisation of learning in the school reflects individual differences in learning styles and rates of learning. | <ul style="list-style-type: none"> • Schools apply for needs based funding for teaching resources and materials in accordance with identified student characteristics • Teachers engage in teamwork to develop and share teaching resources • Teachers attend relevant workshops and seminars offered by a variety of providers eg ESA/ESB/DECS/Universities • Teachers exchange ideas on enhancing provision for individual students • Lesson plans are designed, documented and evaluated in accordance with needs and abilities of students • Lessons are adapted to the students eg age/competency levels/interests • A variety of teaching and learning methods are used in each lesson • Community members assist with learning activities eg computer work/cooking/dancing/choir | |

Dimension 7: Student Wellbeing

Element 7.3. The ethos of the school promotes improved student learning outcomes.

| | | | | | |
|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Pointers

This element can be demonstrated when for example:

- The teacher provides a nurturing environment in the classroom
- Students find the classroom positive and stimulating
- Student peer relationships are emphasised in the classroom.
- Positive student teacher relationships are considered to be a pre requisite for learning
- Community members and teachers model respectful behaviour at all times.
- Teachers model cooperative and supportive behaviour and encourage these behaviours in their students.
- Teachers encourage self-development and student autonomy.
- Classroom management strategies aimed to emphasise positive behaviour.
- Teacher is sensitive to student needs
- Respect is mutual
- Students respect one another
- Positive parental attitude pervade the school community
- Staff and students respect parents' assistance at school
- School encourages parental participation in school activities

Evidence

Examples of evidence that might be considered include:

- Teachers and community members 'meet and greet'
- Parents and teachers resolve issues cooperatively.
- Lessons include pair work/group work/peer teaching/circle time
- Assemblies/class meetings/show and tell sessions.
- Guest speakers/community members are invited, hosted and acknowledged for their involvement.
- Class room rules and expectations are negotiated with the students
- Students receive regular and positive feedback on behaviour
- Students work together in peer groups
- Students are allowed choices in their learning process, consistent with their age and developmental level.
- Students are given opportunities to reflect on their learning and behaviour
- Teachers collect information about their

Notes:

(Observations about the evidence on which your rating was based).

Dimension 7: Student Wellbeing

Element 7.3. The ethos of the school promotes improved student learning outcomes.

| | | | | | |
|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|---|--|---|
| <ul style="list-style-type: none"> • Parents are asked to help with students' homework • School seeks parental suggestions and opinions • School communicates with parents about the students' welfare and academic progress | <p style="text-align: center;">students' interests and concerns</p> <ul style="list-style-type: none"> • Interactions between teachers and students are mutually respectful and relaxed • Students are taking responsibility and being a mentor for other students. • Parents are seen to be regularly coming into the school and speaking with teachers. • There is extensive student participation in classes. | |

Dimension 7: Student Wellbeing

Element 7.4. The school has identified the concern for individual students as a priority.

| | | | | | |
|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|---|--|---|
| <ul style="list-style-type: none"> • The welfare of students is a priority in all the practices of the school. • A shared expectation exists that all students will achieve their best. • Structures and strategies exist to ensure that all students have the opportunity to achieve their best. • School and Classroom policy documentation highlights the essential place of the student in the school • Each student is working to a program that highlights individual strengths and identified areas for development | <ul style="list-style-type: none"> • Classroom displays highlight the centrality of the student in the classroom • The teacher highlights the student as the centrepiece in planning teaching and learning activities • All students express the feeling of being valued in the class for who they are • Parents are aware of individual student needs and assist them at home in follow up activities | |

Dimension 7: Student Wellbeing

Element 7.5. The school provides a safe and secure learning environment for students.

| | | | | | |
|----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>Rating:</i> | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> |

| | | |
|--|--|---|
| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|--|--|---|

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • Teachers have an understanding of the concept of duty of care and its implications. • The school provides a safe teaching and learning environment. • Teachers consult with parents regarding their child’s physical needs/ health issues and keep appropriate records • The school and its teachers take health issues into consideration when planning lessons and/or assisting students. • Students are supervised at all times • Schools follow DET / State discipline safety and behaviour policies • The school environment is safe, comfortable and pleasant. • Learning occurs within a stimulating and secure environment. • Roles and responsibilities for student welfare management are agreed, documented and clearly understood by staff, students and parents. | <ul style="list-style-type: none"> • Building and classrooms are suitable, clean and easily accessible for all teachers and students. • A responsible adult supervises students at all times. • Students have access to appropriate facilities eg toilets/ taps/wet area. • Health information is collected from the parents at enrolment and updated each year • The collected information is kept close at hand, but treated confidentially • Teachers gather information about students with special needs in their classes eg on the Internet, attend workshops • At least one adult present has a current First Aid Certificate. • The school displays plans for emergencies eg fire and holds regular practice drills. • Students with special needs are given extra time (eg dyslexia), or allowed to bring and use equipment that facilitates their | |
|---|--|--|

Dimension 7: Student Wellbeing

Element 7.5. The school provides a safe and secure learning environment for students.

| | | | | | |
|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|---|---|
| <p>Pointers <i>This element can be demonstrated when for example:</i></p> | <p>Evidence <i>Examples of evidence that might be considered include:</i></p> <ul style="list-style-type: none"> learning (eg Braille reader) • All participating teachers have evidence of a Police clearance • There is a total absence of physical/mental abuse of children • Isolation of a single student with teachers never occurs. • The school has kept appropriate records of police checks etc. • Procedures/form for excursions and related activities are in place and all members of staff are familiar with these procedures. | <p>Notes: <i>(Observations about the evidence on which your rating was based).</i></p> |
|--|---|---|

Dimension 8: Family Participation

Element 8.1. Family participation contributes to the authentic context for language learning.

| | | | | | |
|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|---|--|---|
| <ul style="list-style-type: none"> • Families take part in school celebratory events to reinforce cultural aspects of the language eg. fetes, festivals, extra curricula activities. • Opportunities for family participation and involvement are integrated into the learning environment by the teacher. • Annual performances enable students to show family/community members what they learned. • Families provide materials and resources for the school • Family members suggest possible authentic learning experiences from within the school’s curriculum • Families and teachers willingly share their expertise in a community of collaboration to enhance student learning | <ul style="list-style-type: none"> • Performances are attended by a large number of parents, siblings, grandparents and other relatives. • Students enjoy demonstrating their newly gained knowledge by acting in a play, singing, dancing, etc. • Family members are involved in assisting teachers with the provision of authentic cultural activities • Family members are involved in outside classroom activities designed to produce authentic learning contexts • Families donate resources to the school which teachers can use to simulate authentic cultural experiences for students | |

Dimension 8: Family Participation

Element 8.2. Family participation enhances continuation of language learning beyond the classroom context.

| | | | | | |
|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|--|---|---|
| <ul style="list-style-type: none"> • Sound relationships exist between family members and teachers as the pre- requisite for providing continuity for student learning • Families are assisted by teachers in their efforts to provide support to student learning at home. • The teacher encourages on-going oral and written communication between home and school to promote understanding of the learning and teaching process. • The teacher provides regular updates for parents to equip them as home partners in student leaning • Family members understand their responsibility in assisting their children to continue | <ul style="list-style-type: none"> • Parents use a variety of activities to continue student learning beyond the classroom • Parents organize activities in small groups to ensure student beyond the classroom • Students are able to discuss with the teacher and peers outside school learning of the language • Students’ diaries reflect ongoing learning of the language beyond the classroom context • Student displays reveal the integration of children’s work both inside and outside the classroom context | |

Dimension 8: Family Participation

Element 8.3. Families share common aspirations and expectations about student learning with the school's staff.

| | | | | | |
|----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>Rating:</i> | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> |

| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|--|---|---|
| <ul style="list-style-type: none"> • Teacher support and encourage involvement of family/community members. • Communication (in target language) between students and families is encouraged. • Teachers organize regular meetings with family members • Teachers allocate time to discuss student progress with family and to encourage family participation in the children's learning • Meetings are employed to inform the teacher to know the student family situation and background. • Teachers regularly encourage parents/family to check and help with students homework | <ul style="list-style-type: none"> • Family/community members help out in the classroom. • Family/community members contribute to lessons through presentations, sharing experiences or special activities (e.g. cooking or doing crafts with students). • Family/community members help making costumes for performances. • Students proudly share what they learned from talks with native speakers. • School bulletins, progress reports, certificates for achievements reflect ongoing school/family relationships. • Parents/family can describe the meetings that they have attended.. • Teachers have better knowledge of student background and can talk about it and provide for it. • Family acts as volunteers in reading groups and on excursions • Parent/family members consistently attend parent/ teacher interviews | |

Dimension 8: Family Participation

Element 8.3. Families share common aspirations and expectations about student learning with the school's staff.

| | | | | | |
|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|---|---|
| <p>Pointers <i>This element can be demonstrated when for example:</i></p> | <p>Evidence <i>Examples of evidence that might be considered include:</i></p> <ul style="list-style-type: none"> • Open Days are regularly held to enable families to observe classes • Family members and teachers communicate about the content of lessons • Families participate in school camps • Photos, lesson plans/schedules reflect the drive towards common aspirations • Family attendance at school events is frequent and constructive | <p>Notes: <i>(Observations about the evidence on which your rating was based).</i></p> |
|--|---|---|

Dimension 8: Family Participation

Element 8.4. Families are actively involved in school life.

| | | | | | |
|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|--|---|
| Pointers <i>This element can be demonstrated when for example:</i> | Evidence <i>Examples of evidence that might be considered include:</i> | Notes: <i>(Observations about the evidence on which your rating was based).</i> |
|--|--|---|

| | | |
|---|---|--|
| <ul style="list-style-type: none"> • Participation of family/community members is encouraged. • Family members are nominated and elected for the governing council. • Strong partnership exists between the school and family members • Family actively supports/attends school events • Family is involved in establishing schools goals & policies • Family is represented on the school Management Committee • The school seeks and welcomes feed back from family (through a survey or by encouraging family comments) • The school seeks feedback from families • The school creates opportunities for families to contribute to school activities • Family takes part in school celebratory events • Structures exist to ensure that new families of the school are made aware of the beliefs and values that underpin school, policies processes and procedures. • New families of the school are encouraged to contribute to the ongoing development of the school. | <ul style="list-style-type: none"> • Family/community members provide (sell) food in breaks. • Family members attend excursions. • Family members participate actively in decision making. • Family-community members volunteer their time maintaining school resources and, when applicable, premises. • School records reflect parents' interest in goal/policy setting • Management Committee minutes show parent participation • School principal can describe examples of activities that have encouraged family involvement • Family takes part in fetes, festivals, etc • Family takes part in extra -curricula sports teams and social clubs eg soccer games • School holds regular family meetings • Families are encouraged to take part in Parents & Friends committees/Parents & Citizens committees | |
|---|---|--|

Dimension 8: Family Participation

Element 8.4. Families are actively involved in school life.

| | | | | | |
|----------------|--------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| Rating: | Not demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|---|---|
| <p>Pointers <i>This element can be demonstrated when for example:</i></p> | <p>Evidence <i>Examples of evidence that might be considered include:</i></p> <ul style="list-style-type: none"> • Families join school picnics • School celebrates Mother/Father/Grandparents Day with families • Families are represented on school management committees • School agenda is set by school and parents • Minutes of school meetings and newsletters reflect genuine participation by families | <p>Notes: <i>(Observations about the evidence on which your rating was based).</i></p> |
|--|---|---|

Appendix 5: Framework Summary Recording Template

| Elements | Not Demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
|---|------------------|---------------------|------------------------|---------------------|---------------------|
| Dimension 1: Curriculum | | | | | |
| 1.1 The school's curriculum is understood by teachers and families. | | | | | |
| 1.2 The structure of the school's curriculum makes provision for age appropriate and realistic and relevant student learning experiences. | | | | | |
| 1.3 The school's curriculum is appropriately aligned with the relevant State/Territory curriculum structures. | | | | | |
| 1.4 The school's curriculum provides for the teaching of the language in appropriate cultural contexts. | | | | | |
| 1.5 The school's curriculum is appropriately resourced to promote student learning. | | | | | |
| 1.6 Structures are in place for monitoring and updating the school's curriculum to ensure that it is reflective of broader curriculum change. | | | | | |
| Dimension 2: Leadership and Governance | | | | | |
| 2.1 The school leadership establishes and communicates a vision that ensures excellence in student learning. | | | | | |
| 2.2 The school leadership provides direction and guidance for achieving the school's goals. | | | | | |
| 2.3 The school leadership is responsible and accountable for all aspects of the school's operation. | | | | | |
| 2.4 The school leadership develops and monitors policies and processes to support all aspects of the school's operation. | | | | | |
| 2.5 The school leadership ensures that relationships within the school are based on trust collegiality and ethical practices. | | | | | |
| 2.6 The school leadership efficiently manages financial, physical and human resources to support teaching and learning. | | | | | |
| Dimension 3: School Community Links | | | | | |
| 3.1 The school has built a positive relationship with host school which students attend | | | | | |
| 3.2 The school has built positive relationships with the local community to promote the value of language learning. | | | | | |
| 3.3 The school has established broader community relationships to provide authentic learning contexts. | | | | | |
| 3.4 The school has established ongoing relationships with other community language schools. | | | | | |
| 3.5 The school regularly engages with the relevant State/Territory education authority. | | | | | |
| 3.6 The school regularly engages with other educational institutions. | | | | | |
| 3.7 The school seeks opportunities to engage with the relevant international language community. | | | | | |

| Elements | Not Demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
|---|------------------|---------------------|------------------------|---------------------|---------------------|
| Dimension 4: Monitoring and Evaluation | | | | | |
| 4.1 The school has a process for collecting data about student performance | | | | | |
| 4.2 The school's assessment practices are sensitive and appropriate to individual student needs. | | | | | |
| 4.3 The school has a process for reviewing data about student performance. | | | | | |
| 4.4 The school has in place strategies to celebrate and reward student achievement. | | | | | |
| 4.5 Evaluative processes are used to plan continuous improvement within the school. | | | | | |
| 4.6 The school has established processes for communicating assessment information to students, parents/caregivers and other key stakeholders | | | | | |
| Dimension 5: Teaching Practice | | | | | |
| 5.1 Teachers communicate clear expectations about the standards and outcomes they expect their students to achieve. | | | | | |
| 5.2 Teachers plan their lessons based on an understanding of their students learning needs and abilities. | | | | | |
| 5.3 Teachers employ a range of teaching practices and strategies to engage and meet the needs of a range of students. | | | | | |
| 5.4 Teachers regularly provide feedback on student performance. | | | | | |
| 5.5 Teachers collaborate with colleagues and share ideas and experience to improve ideas and practice. | | | | | |
| 5.6 Teachers ensure that lessons are organised and structured | | | | | |
| 5.7 Teachers exercise effective classroom management techniques. | | | | | |
| 5.8 Teachers have appropriate expertise. | | | | | |
| 5.9 Teachers employ pedagogy that reflects known best practice in language acquisition. | | | | | |
| Dimension 6: Purposeful Learning | | | | | |
| 6.1 Students have clear understanding of the goals for their learning. | | | | | |
| 6.2 Students are provided with opportunities to manage their learning to build on their existing language skills and understandings. | | | | | |
| 6.3 Students are given the opportunity to apply their learning in the real life contexts. | | | | | |
| 6.4 Student learning provides opportunity for the demonstration of values such as caring, citizenship, fairness, respect responsibility, trustworthiness. | | | | | |
| Dimension 7: Student Wellbeing | | | | | |

| Elements | Not Demonstrated | Rarely demonstrated | Sometimes demonstrated | Mostly demonstrated | Always demonstrated |
|---|------------------|---------------------|------------------------|---------------------|---------------------|
| 7.1 The school recognises, values and supports the diversity of its learners | | | | | |
| 7.2 The school's teaching and learning practices meet the interests, needs and abilities of all students. | | | | | |
| 7.3 The ethos of the school promotes improved student learning outcomes. | | | | | |
| 7.4 The school has identified the concern for individual students as a priority. | | | | | |
| 7.5 The school provides a safe and secure learning environment for students. | | | | | |
| Dimension 8: Family Participation | | | | | |
| 8.1 Family participation contributes to authentic context for language learning. | | | | | |
| 8.2 Family participation enhances continuation of language learning beyond the classroom context. | | | | | |
| 8.3 Families share common aspirations and expectations about student learning with the school's staff. | | | | | |
| 8.4 Families are actively involved in school life. | | | | | |

Appendix 6: School Action Plan Template

(It is suggested that one page be used for each Dimension that you would like to focus on. Remember to keep your plans simple and achievable. You may wish to focus on just one Dimension with just two or three outcomes)

Name of Dimension to focus on: _____

Outcome to be achieved: _____

Indicators that tell us we have achieved our outcome: _____

| Outcomes to be achieved | Actions | Who will do it? | How will it be done? | Additional resources needed | By when? |
|-------------------------|---------|-----------------|----------------------|-----------------------------|----------|
| | | | | | |
| | | | | | |
| | | | | | |