COMMUNITY LANGUAGE SCHOOLS QUALITY ASSURANCE FRAMEWORK
- SELF-AUDIT TOOL -

COMMUNITY LANGUAGES AUSTRALIA

Erebus International

Disclaimer

The views expressed here are those of the author(s) and do not necessarily represent the views of the Australian Government Department of Education.

Let's Get Your Community Language School QAF-Ready!

I'm so excited you're joining us for this comprehensive training on The Quality Assurance Framework, where we'll help you understand best practices of community languages teaching and learning, as well as help you assess whether the various elements of quality community language schooling are being practised at your school.

There is some IMPORTANT preliminary reading you need to do BEFORE you attend the workshop and this Summary Guide is one of the three resources you will receive as a hard copy at the training.

The 2023 revision of the Quality Assurance Framework has been reorganised into three separate documents. The first is the **Summary Guide** which outlines the key principles and overarching format of the Framework. It can be employed to provide an overview of the kinds of actions that would be expected of effective community language schools.

The second document is the **Reference Guide** and is a more comprehensive guide that could assist school leaders, teachers and community members to conduct professional learning activities and reviewing aspects of professional practice.

The third document is this **Self-Audit Tool** which can be used to assess where your school is situated with the Framework at the present time and will allow you to identify the areas that need more work.

Familiarising yourself with these 3 resources ahead of time will set you up for SUCCESS at the Quality Assurance Framework Professional Learning Workshop.

Let's get started!

Heba El-Hakim, BSc, MBA
Project Coordinator & QAF Facilitator
Community Languages Australia
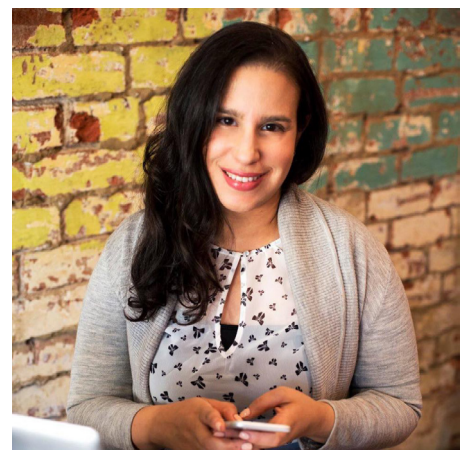
Handy Links.

Here are some handy links you can use to easily access the resources and support at any time.

Download the Resources
https://www.communitylanguagesaustralia.org.au/quality-assurance/

Facebook Group Join the Conversation
Coming Soon!

Help & Support
heba.elhakim@communitylanguages.org.au

Your Expert Instructors.

Dr Tim Wyatt is an internationally recognized leader in the field of program performance monitoring and evaluation. He has degrees from the University of New England, University of Sydney and University of Western Sydney. He has held senior public service roles in NSW and has led and participated in government evaluation projects both nationally and overseas. He has worked with a range of international organizations including the OECD, US Department of Education, US National Academy of Public Administration, among others.

Tim was a co-founder of Erebus International. As an independent consultant since 1999, Tim has contributed to over 300 major evaluation projects across a diverse range of topics for a wide range of government agencies. Tim's experience in central government agencies provides a unique appreciation of the policy context of evaluation findings.

As an active contributor to the education research literature, Tim specialises in quantitative data analysis techniques and the development of performance measurement methodologies at local, systemic and national levels. Tim has a long association with languages education, including the community language sector, having led reviews for the Commonwealth and several state governments. Along with colleague Dr Bob Carbines, he developed the first Quality Assurance Framework for community language schools, along with the revised Framework in 2023.

Dr Bob Carbines is a distinguished educator and an eminent evaluator, who has held senior public service roles in both NSW and Victoria and led government evaluation projects both nationally and overseas. Bob has degrees from Macquarie University and the University of New England. Bob was the holder of both a NSW Teaching Service Fellowship and a NSW Senior Executive Service Fellowship. He was recognised as an outstanding teacher, principal and senior executive in the government school sector in NSW and Victoria.

As co-founder of Erebus in 1999, Bob has directed and participated in over 300 evaluations in Education and other areas of the public service. In the evaluation arena, Bob specialises in the development, analysis and measurement of qualitative data in advising about program impact. Bob has also developed an enviable reputation for his interactive and informative style in leadership training and the development of teamwork and strategy with clients.

Bob has a long association with languages education, including the community language sector, having led reviews for the Commonwealth and several state governments. Along with colleague Dr Tim Wyatt, he developed the first Quality Assurance Framework for community language schools, along with the revised Framework in 2023.

Why use the QAF?

The revised Quality Assurance Framework provides teachers, administrators, parents and other school community members with a practical way of understanding best practice provision of community languages education, and a tool for assessing whether the various elements of quality community language schooling are being practised. It also serves as a reference manual to enhance the quality of teaching and learning in community languages schools.

The Quality Assurance Framework is not intended as a means of assessing an individual or their performance, but as a means to enhance teaching and learning practices across school communities. Using the Framework can also demonstrate that a quality approach is currently being adopted by the school.

The QAF Dimensions.

The Quality Assurance Framework consists of eight interrelated dimensions, that combine to provide an overview of best practice in teaching and learning and school operation and management within the community languages sector in Australia.

The Framework reflects the current research literature in relation to effective school practices generally, as well as what is known about the promotion of mother tongue maintenance and cultural understanding in particular. It draws on the practical experience of teachers and principals in many community language schools across Australian.

The revised Framework continues to be based on the belief 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 overlap to some extent. The Dimensions of the revised Framework are represented in the figure below.

Definition of Dimensions.

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 this table:

DIMENSION	DESCRIPTION
Enhancing Curriculum Relevance	Ensuring the curriculum is relevant to student learning needs, mandatory external curriculum requirements, and delivered through authentic cultural and community contexts.
Leading Effectively and Efficiently	The practices involved in inspiring school community commitment to student learning and ensuring resources for teaching and learning are being used efficiently.
Encouraging Community Partnerships	Those relationships with other key stakeholders/organisations that produce reciprocal benefits for students in community language schools.
Evidence-Based Decision-Making	Strategies undertaken to seek and report information in relation to student outcomes at both classroom and whole school level and to use this information to improve teaching and learning.
Teaching Effectively	Those strategies undertaken by teachers to maximise student learning outcomes at both classroom and whole school level and to use this information to improve teaching and learning.
Engaging Students in Purposeful Learning	Ensuring student participation in learning activities that focus on their needs and goals in relation to the community language being taught.
Ensuring Student Wellbeing	The promotion of a positive, safe and secure learning environment that ensures each student is treated as a unique learner.
Promoting Family Participation	The active participation of families in all aspects of community language school life.

How To Use the Self-Audit Tool.

The Self-Audit Tool can help you to identify areas that you can most profitably focus on in making your school even better. It can be used, for example, to identify areas where teachers feel they need more professional learning, or areas that they would like to know more about. The Framework provides a checklist of best practices in teaching and learning, and school management and governance, that you can use as a point of reference for reflecting on your own school's performance.

The Self-Audit Tool is most effectively used when a team of key stakeholders (i.e. teachers and parents/community members) collectively review how well the school is performing in relation to one or more Dimensions of the Framework. This might happen, for instance, in one or more staff meetings, or you could set aside some time in a professional learning session. You can use the Tool by yourself, but experience has shown that it is better when used by a team. Using the Self-Audit Tool is simple, but don't try to do too much at one time. The Tool, and the QA Framework itself, will be most valuable when you return to them over and over again, not just once.

First, you need to identify the Dimension on which you want to focus. It is essential that everyone involved in the discussion has access to a copy of the tool, and preferably has read it before the meeting.

Then, you need to consider, one-by-one, each of the elements that make up the dimension. Look at the pointers that describe the element. Check: does everyone understand what these mean? It is likely that teachers will have different levels of understanding, and these different views need to be discussed until there is common understanding.

Next, it is a matter of identifying the evidence that you need to make a judgement about whether the element is one that is an area of strength in your school, or an area that needs further development. When discussing the pointers, it is usually the case that for some, there will be clear evidence and common agreement that the element is being implemented as intended, but in others there is disagreement. It is then a matter of deciding whether this element is a priority for improvement or not.

How To Use the Self-Audit Tool.

Let's take an example. Here is one of the elements from the **Teaching Effectively** Dimension.

Dimension 5: Teaching Effectively		
Element	**Pointers** *What Good Schools Do*	**Evidence** *What Evidence You Might Consider*
5.4 Teachers regularly provide feedback on student performance.	• Maintain accurate and comprehensive records of individual student achievement. • Teachers regularly mark work completed by students. • Engage students in a range of peer and self-assessment activities. • Provide regular and detailed feedback to students about how their language learning is progressing, and how they can improve in future.	• Are regular report cards provided to parents? • Do teachers keep records of student assessment? • Could students describe the kinds of feedback they have been given by teachers? • Can students describe how they can improve their learning? • Do student work samples show evidence of teacher feedback?

If the majority of teachers agree there is evidence that these things are being NOT being done, then you can safely identify this as an area where more work needs to be done. The group then needs to discuss what they can do better in future. It is best if you then develop an Action Plan to formally record and follow up on the suggestions that have been identified.

The Framework Self-Audit Tool.

Dimension 1: Enhancing Curriculum Relevance		
Element	**Pointers**	**Rating Scale**
1.1 The school's curriculum is understood by teachers and families.	• Ensure teachers have ready access to relevant curriculum documents. • Assist teachers to engage in professional learning in relation to curriculum issues. • Involve teachers in regular discussions and sharing of ideas about the curriculum. • Inform families about the curriculum their children will experience at the community language school.	☐ We do this well. ☐ We need to work on this.
1.2 The structure of the school's curriculum makes provision for age appropriate and realistic and relevant student learning experiences.	• Plan activities for students in accordance with students' stage of development. • Select resources for teaching that relate directly to identified individual student needs. • Ensure their curriculum caters for different levels of language competence, interests and gender of their students. • Provide students with opportunities to read, listen to and write the language in ways that are relevant to their everyday lives. • Assist students to appreciate different accents and dialects in language (where appropriate).	☐ We do this well. ☐ We need to work on this.
1.3 The school's curriculum is appropriately aligned with the relevant State/Territory curriculum structures.	• Establish structures and processes for reviewing the school's curriculum to make sure it is aligned with their states' and/or territories' mainstream syllabus/curriculum. • Ensure that student activities reflect the content and objectives of the relevant state/territory curriculum. • Provide opportunities for their teachers to understand the nature and intention of the state/territory curriculum in relation to the language being taught.	☐ We do this well. ☐ We need to work on this.
1.4 The school's curriculum provides for the teaching of the language in appropriate cultural contexts.	• Use culture-based resources that enable first hand learning experiences for students. • Invite relevant parents and community members to assist in the teaching of the language and its culture. • Provide explicit experiences that allow students to understand the cultural context of the target language. • Provide students with opportunities to share cultural experiences and respect differences.	☐ We do this well. ☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 1: Enhancing Curriculum Relevance		
Element	**Pointers**	**Rating Scale**
1.5 The school's curriculum is appropriately resourced to promote student learning.	• Ensure written texts used are appropriate to needs and skill levels of students. • Provide opportunities for students to regularly use information technology to enhance learning. • Utilise a range of community and commercial resources to enrich students' learning experiences. • Ensure their teachers are aware of the range of resources in the school and select them in accordance with student learning needs. • Encourage teachers to develop/acquire relevant teaching resources and share these with colleagues in order to assist student learning. • Set aside an allocated budget each year to ensure that resources remain contemporary within the school.	☐ We do this well. ☐ We need to work on this.
1.6 Structures are in place for monitoring and updating the school's curriculum to ensure that it is reflective of broader curriculum change.	• Establish a structured cycle of review, planning and implementation of the curriculum that involves teachers and families (where appropriate). • Review their curriculum regularly to ensure that it remains challenging and relevant. • Ensure their teachers use the most up to date methods and teach the most current curriculum content to students • Identify broader changes occurring in mainstream curricula and create opportunities for teachers to understand these developments.	☐ We do this well. ☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 2: Leading Effectively and Efficiently		
Element	**Pointers**	**Rating Scale**
2.1 The school leadership establishes and communicates a culture that ensures excellence in student learning.	• Empower the school leadership to guide the school in improving educational outcomes for students. • Establish systems and structures that allow the school leadership to actively communicates the vision of the school to staff, families and the broader community. • Access opportunities for the school leadership to keep up to date with educational changes and changes in students' needs. • Expect the school leadership to identify those aspects of the culture that support or detract from learning and respond appropriately. • Provide time, resources and opportunities for the school leadership to clarify beliefs and values and set future priorities with the school community. • Ensure the school leadership establishes a culture of high expectations for all students. • Ensure the school leadership establishes a culture of continuous improvement in the school. • Encourage staff to become members of broader community and language associations.	☐ We do this well. ☐ We need to work on this.
2.2 The school leadership provides direction and guidance for achieving the school's goals.	• Establish processes for the school leadership to communicate goals, plans and achievements clearly to staff and community. • Develop inclusive processes for decision-making about school goals and directions involving school leaders, staff and community members. • Establish expectations for the school leadership to regularly report on achievement of the school's goals.	☐ We do this well. ☐ We need to work on this.
2.3 The school leadership is accountable for complying with the legal requirements relating to Community Language Schools.	• Delegate responsibility to the school leadership for compliance with all relevant legislation and regulations and funding requirements. • Ensure the school leadership understands their responsibility for educational accountability and have established policies and procedures to address these issues. • Identify clear roles and responsibilities for the school leadership and members of staff in relation to child protection, OH and S and other legal requirements.	☐ We do this well. ☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 2: Leading Effectively and Efficiently			
Element		**Pointers**	**Rating Scale**
2.3	The school leadership is accountable for complying with the legal requirements relating to Community Language Schools. *(cont'd)*	• Maintain accurate class rolls and related student documentation. • Create policy documents that spell out the school's strategies for addressing accountability and governance requirements. • Ensure relevant Board of Studies and Government education guidelines are followed and documented. • Ensure school financial records are accurate and up-to-date, and readily accessible to relevant authorities.	☐ We do this well. ☐ We need to work on this.
2.4	The school leadership develops and monitors policies and processes to support all aspects of the school's operation.	• Empower the school leadership to take responsibility for planning, developing, monitoring and reviewing the school's policies. • Provide time and resources to enable the school leadership to establish a cycle of planning, implementation and ongoing review for school policies. • Develop policies and practices to address the needs of transient and casual members of the school community. • Develop policy documents in all areas of the school's operations to guide decision making. • Ensure effective communication to key stakeholders of all decision making on important school matters.	☐ We do this well. ☐ We need to work on this.
2.5	The school leadership ensures that relationships within the school are based on trust, collegiality and ethical practices.	• Require the school leadership to develop a Code of ethical conduct that has been agreed upon and is known by all school community members. • Expect school leadership to actively promote and maintain positive relationships between staff, students, families and the broader education community. • Hold the school leadership accountable for addressing equity issues. • Empower the school leadership to constructively manages the resolution of conflict. • Value the contributions of individuals and groups within the school to promote and celebrate their achievement. • Establish structures which promote open communication, debate and collective decision making.	☐ We do this well. ☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 2: Leading Effectively and Efficiently			
Element		**Pointers**	**Rating Scale**
2.6	The school leadership efficiently manages financial, physical and human resources to support teaching and learning.	• Expect the school leadership to document policies and procedures for efficient management of resources that are openly available to members of the school community. • Establish systems and structures for the school leadership to document and account for their management decision making. • Encourage school leaders to utilise and recognise voluntary effort by community members to support the school's operation. • Seek out and access opportunities for school leadership to undertake professional learning in relation to financial, physical and human resource management to support student learning.	☐ We do this well. ☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 3: Encouraging Community Partnerships		
Element	**Pointers**	**Rating Scale**
3.1 The school is building a positive relationship with relevant mainstream schools, including (where appropriate), schools that host community language schools.	• Communicate regularly with the host school (where appropriate) to promote the community language school's services to the host school as a complementary provider of languages. • Establish clear agreements about the joint use of both schools' facilities and resources, and processes for resolving emerging issues. • Seek to include information about students' achievements in community language learning in their mainstream school's report card. • Seek opportunities for joint professional development in relation to contemporary approaches to language teaching and learning, including scheduling opportunities for teachers to observe each other's lessons. • Establish opportunities for community languages teachers and relevant host school teachers to regularly discuss student progress in languages. • Extend invitations to host school staff and community to participate in the community language school's celebrations, and conversely, seek opportunities for the community language school to be included in mainstream school events.	☐ We do this well. ☐ We need to work on this.
3.2 The school is building positive relationships with the local community to promote the value of language learning.	• Identify the existence of other community groups, agencies and other services in the immediate local community. • Encourage members of the local community are regularly in the school contributing to student learning of the relevant language. • Establish links with the local business community and encourage students to attend various community/group/agency events, workshops, festive celebrations regularly. • Seek opportunities for students to display their learning and to practise their skills in real life situations in the community (such as end of the year celebrations, community functions or committees).	☐ We do this well. ☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 3: Encouraging Community Partnerships			
	Element	**Pointers**	**Rating Scale**
3.2	The school is building positive relationships with the local community to promote the value of language learning. *(cont'd)*	• Seek opportunities to highlight the work of the school in the local community, for example, by contributing articles to local newspaper, mainstream school newsletters etc. • Seek and acknowledge financial assistance from the local community for the community language school.	☐ We do this well. ☐ We need to work on this.
3.3	The school is establishing ongoing relationships with other community language schools within and across S&Ts.	• Establish processes to encourage teachers to exchange teaching and learning with colleagues from other community language schools. • Engage with activities promoted by the state/territory community language association and Community Languages Australia events and conferences. • Organise joint professional development activities with other community language schools, where possible. • Engage in professional dialogue with neighbouring community language schools, where possible.	☐ We do this well. ☐ We need to work on this.
3.4	The school engages regularly with the relevant State/Territory education authority.	• Establish personal relationships with the relevant state/territory officers responsible for community language schools, and curriculum consultants and other officers responsible for languages education more broadly. • Ensure accurate and timely provision of requested information requested by state/territory education authorities. • Seek to engage with local Principals Associations and district/regional education managers to promote the value of student learning in community language schools. • Establish effective and efficient processes for ensuring compliance with Board of Studies / mainstream school requirements for Year 12 qualifications.	☐ We do this well. ☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 3: Encouraging Community Partnerships			
Element		**Pointers**	**Rating Scale**
3.5	The school seeks opportunities to engage with the relevant wider language community to develop an authentic learning context.	• Establish links with education providers or programmes in the relevant country (or countries) of origin. • Establish links with relevant embassies/consulates and overseas offices. • Establish "sister school" relationships and/or "pen pal" relationships for students in the relevant international language community. • Access relevant language education resources used in the country or countries of origin. • Invite representatives from host language community to attend school events and celebrations.	☐ We do this well. ☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 4: Evidence-Based Decision Making			
Element		**Pointers**	**Rating Scale**
4.1	The school has a process for collecting data about student performance.	• Expect teachers to observe and keep records of each student's development and learning, ensuring that students' work is regularly marked and samples collected for assessment purposes. • Establish processes to ensure data collection is regular, focuses on outcomes and uses qualitative and quantitative measures. • Make use of data collected to plan programs for enhancing student learning outcomes. • Provide time for teachers to regularly share assessment ideas and student outcomes. • Inform students and parents of the approaches taken for collecting student assessment data.	☐ We do this well. ☐ We need to work on this.
4.2	The school's assessment practices take account of individual student needs.	• Use a range of assessment strategies are used with students in accordance with each student's need and developmental stage. • Search for and share additional assessment tools for measuring student achievement. • Provide parents/caregivers with a range of information on language achievement for each student.	☐ We do this well. ☐ We need to work on this.
4.3	The school has a process for re-viewing data about student per-formance.	• Set aside time for teachers to reflect on student achievement data gathered from a variety of assessment tasks, including oral or written tests, observation notes, videos/displays/posters made by students, rubrics, (self-) evaluation forms, anecdotal records, checklists. • Use the results of this reflection to refine teaching programs and to provide feedback to individual students.	☐ We do this well. ☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 4: Evidence-Based Decision Making		
Element	**Pointers**	**Rating Scale**
4.4 The school has in place strategies to celebrate and reward student achievement.	• Monitor how teachers are regularly acknowledging and rewarding student achievements across the school community. • Discuss criteria for recognition and reward systems for student achievement openly with both students and their families. • Ensure student achievement rewards relate directly to the school's goals. • Ensure that there is a perceived sense of justice by students in the reward system being employed. • Seek opportunities to ensure at the school community values the ceremonies, symbols and rituals used to reward achievement.	☐ We do this well. ☐ We need to work on this.
4.5 Planning for continuous improvement is based on available evidence within the school.	• Implement a cyclical process for planning, implementation and evaluation school policies and practices. • Employ a range of age-appropriate strategies for students to engage in self-improvement, e.g., maintaining a portfolio, keeping a logbook, creating mind maps, completing evaluation sheets, or participating in peer conferences/round table conferences. • Establish processes for gathering data about the school's performance using formal and informal strategies.	☐ We do this well. ☐ We need to work on this.
4.6 The school has established processes for communicating assessment information to students, parents/caregivers, and other key stakeholders.	• Document student learning outcomes which are able to be clearly communicated in an accessible form to students and parents/caregivers and other stakeholders when required. • Ensure teachers consistently provide students with feedback on their learning, through accurate, caring and supportive comments, notes, encouragement, scaffolding, test scores etc • Provide regular reports on students' learning to parents, and mainstream school. • Hold regular teacher/parent meetings to discuss student progress.	☐ We do this well. ☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 5: Teaching Effectively			
Element		**Pointers**	**Rating Scale**
5.1	Teachers communicate clear expectations about the standards and outcomes they expect their students to achieve.	• Expect teachers to articulate learning goals for students and regularly discuss what outcomes they are working towards in their lessons. • Make frequent and explicit references to the expected standards that students should aim for, using oral and written examples where appropriate. • Engage students successfully in self-evaluation of progress towards achievement of expected standards. • Ensure teachers' reward systems align with identified student learning goals.	☐ We do this well. ☐ We need to work on this.
5.2	Teachers plan their lessons based on an understanding of their students' learning needs and abilities.	• Develop teaching/learning strategies take account of students' needs and abilities. • Ensure classroom resources reflect varying interests and abilities of students. • Design assessment strategies in accordance with each student's learning need. • Establish opportunities for teachers to have knowledge of relevant learning theories and teaching practices and use these to plan their lessons.	☐ We do this well. ☐ We need to work on this.
5.3	Teachers employ a range of teaching practices and strategies to engage and meet the needs of a range of students.	• Gather and record information about the students from a variety of resources, including personal observation, student records, student and parent interviews, evaluation and assessment of prior knowledge. • Assist teachers to update their knowledge of language and cultural changes in the community and country of origin in relation to increase relevance of lesson content for students. • Provide teachers with access to a variety of resources and methods of lesson presentation, including technology where possible. • Create positive, nurturing and stimulating learning environments, inclusive of all students.	☐ We do this well. ☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 5: Teaching Effectively			
Element		**Pointers**	**Rating Scale**
5.4	Teachers regularly provide feedback on student performance.	• Maintain accurate and comprehensive records of individual student achievement. • Teachers regularly mark work completed by students. • Engage students in a range of peer and self-assessment activities. • Provide regular and detailed feedback to students about how their language learning is progressing, and how they can improve in future.	☐ We do this well. ☐ We need to work on this.
5.5	Teachers collaborate with colleagues and share ideas and experiences to improve practice.	• Encourage teachers to share and review their teaching practices and learning theories with colleagues, with a view to improvement. • Create opportunities for teachers to observe other teachers' lessons in order to build a professional discourse for improving and developing practice. • Encourage team planning to develop share expectations and stronger continuity and coherence of students' learning experiences.	☐ We do this well. ☐ We need to work on this.

5.6	Teachers ensure that lessons are organised and structured.	• Ensure that teachers have documented lesson plans that reflect an appropriate level of structure and organisation.
		• Expect teachers to:
		  • always prepare lessons in advance
		  • have appropriate resources to meet student needs/levels
		  • plan lessons to ensure that every lesson has a clear starting point and conclusion
		  • follow curriculum/syllabus requirement
		• Ensure the classroom is well set-up when the students arrive.
		• Use teaching strategies that enable lessons to flow well from one step to the next.
		• Ensure that programs provide for appropriate sequence and continuity of learning for students.
			☐ We do this well.
			☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 5: Teaching Effectively		
Element	**Pointers**	**Rating Scale**
5.7 Teachers use effective classroom management techniques.	• Ensure teachers and students negotiate and agree to patterns of behaviour which encourage learning and reflect school policy. • Set and communicate clear student behaviour expectations and standards, for example by displaying a Code of Student Conduct in classrooms. • Assist teachers to access professional learning in relation to contemporary classroom management techniques, compatible with what students experience in mainstream schools. • Support teachers' use of a variety of classroom management strategies, commensurate with student learning needs and stage of development.	☐ We do this well. ☐ We need to work on this.
5.8 Teachers consider professional development to be integral to professional improvement.	• Help teachers identify their own training and development needs and goals. • Involve teachers in regular professional development about the language and culture of their teaching language. • Encourage teachers to regularly act as professional mentors for each other. • Provide teachers with time to reflect and seek feedback on their own work for the purposes of self-improvement. • Establish links with other education providers that offer professional development at state and national level. • Encourage teachers to complete a formal teaching qualification as well as fluency in the target language.	☐ We do this well. ☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 5: Teaching Effectively		
Element	**Pointers**	**Rating Scale**

5.9 Teachers use approaches that reflects known best practice in language acquisition.	• Assist teachers to access regular professional development in relation to best practice in language teaching.
	• Ensure that teaching programs, and teaching in classrooms, consistently demonstrate elements of best practice in language learning, including:
	  • challenging students to speak and write in the target language in ways that are correct and appropriate for the purpose and audience
	  • reflecting language nuances in their communication of the language
	  • providing ample experiences of the language and of the associated culture(s) to develop socio-cultural awareness specific to the language
	  • creating an environment where learners are constantly exposed to the target language and culture
	  • ensuring students listen to, view and respond to stimuli provided in the community language.
		☐ We do this well.
		☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 6: Engaging Students in Purposeful Learning			
Element		**Pointers**	**Rating Scale**
6.1	Students have a clear understanding of the goals for their learning.	• Provide opportunities for students to discuss their goals and give examples of what they have been taught. • Assist students to develop realistic and achievable learning goals based on an understanding of the reasons why they are learning the language and the advantages this provides them with. • Ensure that each lesson begins with clear identification of the learning intentions and success criteria for the lesson. • Schedule regular opportunities for students, parents/caregivers and teachers to discuss their learning goals and how they are progressing towards them. • Keep records of students' learning goals.	☐ We do this well. ☐ We need to work on this.
6.2	Students are actively engaged in leaning.	• Provide learners with the opportunity to learn skills to take responsibility for their own learning. • Structure lessons that. encourage and promote the active involvement of all learners in exploring, investigating, reflecting, communicating and self-discovery. • Enable students to participate in planning activities and employ a wide range of personally appropriate strategies to accomplish tasks. • Ensure teachers' lesson plans reflect opportunities for extension activities for some students and different tasks for different levels of student achievement. • Empower students to make decisions about the next steps in their own learning in collaboration with others.	☐ We do this well. ☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 6: Engaging Students in Purposeful Learning			
	Element	**Pointers**	**Rating Scale**
6.3	Students are given the opportunity to apply their learning in the real-life contexts.	• Create learning environments where learners are constantly exposed to the target language and culture in real life situations, making regular use of modern technology, current newspaper and magazine articles and community facilities. • Provide learners with opportunities to participate in the use of the target language in a wide range of activities, such as using the language in social interaction related to the task of problem solving, e.g., meeting new people, making arrangements, making decisions, obtaining and discussing public and private information. • Organise out-of-classroom experiences such as excursions, attend festivals etc. where students have the opportunity to use target language. • Ensure learning resources, such as textbooks, are relevant to the contemporary Australian context.	☐ We do this well. ☐ We need to work on this.
6.4	Student learning provides opportunity for the demonstration of values such as caring, citizenship, fairness, respect and responsibility.	• Ensure that the teaching/learning program includes specific reference as to how values such as caring, citizenship, fairness, respect and responsibility will be taught. • Assist all teachers in the school to develop a common understanding of the necessity to include teaching of values in their lessons, and discuss how they can model these values in their teaching. • Provide students with explicit opportunities to learn language relevant to the expression of values. • Expect students to demonstrate these values in their interactions with teachers, other students, and community members.	☐ We do this well. ☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 7: Ensuring Student Wellbeing			
Element		**Pointers**	**Rating Scale**
7.1	The school recognises, values and supports student diversity.	• Plan teaching and learning activities within the school that value cultural identity and diversity. • Encourage all members of the school community, including the students, to actively contribute to the culture of the school. • Promotes diversity through the organisation of community-based learning activities and celebrations. • Highlight respect for cultural diversity in school-based curriculum and policy documentation. • Value the opinions of all individuals and groups in the school community.	☐ We do this well. ☐ We need to work on this.
7.2	The school's teaching and learning practices meet the interests, needs and abilities of all students.	• Establish and implement a systematic process for identifying student needs and interests. • Keep regular records of individual students' abilities and achievements and how these needs will be addressed. • Acquire and/or develop teaching resources that are appropriate to identified students' interests, needs and abilities. • Ensure teachers collaboratively plan interesting and motivating lessons and learning activities in accordance with student need and ability level. • Seek opportunities for community members to contribute knowledge and/or expertise to enhance learning experiences for students. • Identify possible sources for needs-based funding for teaching resources and materials in accordance with identified student characteristics.	☐ We do this well. ☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 7: Ensuring Student Wellbeing			
	Element	**Pointers**	**Rating Scale**
7.3	The culture of the school promotes improved student learning outcomes.	• Emphasise positive student peer relationships in the classroom. • Provide a nurturing environment in every classroom. • Ensure teachers understand the importance of positive student-teacher relationships for learning. • Expect teachers to model cooperative and supportive behaviour and encourage these behaviours in their students. • Provide students with opportunities and skills to take responsibility for their own learning. • Provide students with a degree of autonomy in decision-making about their learning environment, for example by negotiating classroom rules and expectations. • Encourage student to be active learners, consistent with their age and developmental level.	☐ We do this well. ☐ We need to work on this.
7.4	The school identifies concern for individual students as a priority.	• Highlights the individual learning needs of each student as the centrepiece in planning teaching and learning activities. • Develop a program for each student that highlights individual strengths and identified areas for development. • Make parents aware of their children's needs and assist them at home in follow up activities. • Use assessment strategies that reflect a focus on identifying individual progress. • Ensure school and classroom policy documentation highlights the concern for students as individuals. • Establish structures and strategies to ensure that all students have the opportunity to achieve their best. • Ensure students with special needs are given extra time (e.g., dyslexia), or allowed to bring and use equipment that facilitates their learning (e.g. Braille reader).	☐ We do this well. ☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 7: Ensuring Student Wellbeing			
Element		**Pointers**	**Rating Scale**
7.5	The school provides a safe and secure learning environment for students.	• Ensure all teachers have been advised about the concept of 'duty of care' and its implications. • Conduct regular reviews to ensure the school provides a safe teaching and learning environment. • Consult with parents regarding their child's physical needs/ health issues and keep appropriate records. • Establish processes to ensure the school and its teachers take health issues into consideration when planning lessons and/or assisting students. • Follow relevant state education jurisdiction's student wellbeing, safety and behaviour policies. • Ensure roles and responsibilities for student wellbeing are agreed, documented and clearly understood by staff, students and parents. • Ensure that a responsible adult supervises students at all times. • Provide students with access to appropriate facilities e.g., toilets/taps/wet areas, shade areas. • Ensure building and classrooms are suitable, clean and easily accessible for all teachers and students. • Require at least one adult present in the school to have a current First Aid Certificate. • Display emergency plans, e.g., fire escape locations, and hold regular practice drills. • Require all participating teachers to produce evidence of a Police clearance and keep appropriate records of these documents. • Document formal procedures for excursions and related activities and ensure all members of staff are familiar with these procedures.	☐ We do this well. ☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 8: Promoting Family Participation			
Element		**Pointers**	**Rating Scale**
8.1	Family participation contributes to an authentic context for language learning.	• Encourage families to take part in school celebratory events to reinforce cultural aspects of the language e.g., festivals, extra curricula activities. • Ensure regular opportunities for family participation and involvement in learning activities. • Create opportunities for families and teachers to share their expertise to enhance student learning. • Involve family members in assisting teachers with the provision of first-hand cultural activities such as singing, dancing and practicing conversations. • Seek donations from families of resources that teachers can use to simulate first hand cultural experiences for students.	☐ We do this well. ☐ We need to work on this.
8.2	Family participation enhances continuation of language learning beyond the classroom context.	• Provide regular updates to families about learning goals, activities and expectations to equip them as partners in student learning. • Identify opportunities for families to reinforce language learning outside the classroom, such as arranging Zoom conversations with native speakers, watching TV programmes/movies in the relevant language together, acquiring books/magazines at an age-appropriate level in the relevant language to read at home, visiting or taking part in community activities where the relevant languages may be used. • Facilitate on-going dialogue between families between home and the school. • Assist families to provide support to student learning at home, e.g., by setting homework tasks that require students to practice/demonstrate their language learning at home.	☐ We do this well. ☐ We need to work on this.

The Framework Self-Audit Tool.

Dimension 8: Promoting Family Participation			
Element		**Pointers**	**Rating Scale**
8.3	Families share common aspirations and expectations about student learning with the school's staff.	• Establish processes for gathering feedback from parents about their expectations for their students' learning and ensuring teachers are aware of these. • Communicate with families regularly in relation to student learning expectations, e.g., through newsletters, website, Facebook pages. • Create opportunities for reinforcing the school's aspirations and expectations for learning, e.g., in progress reports, certificates of achievement. • Ensure teachers are aware of the family background of each of their students and take this into consideration in their teaching.	☐ We do this well. ☐ We need to work on this.
8.4	Families are actively involved in school life.	• Establish structures to ensure that families of the schools' students are made aware of the beliefs and values that underpin school, policies processes and procedures. • Establish governance and decision-making structures that include family representatives. • Seek regular feedback from families about school policies, practices and performance. • Involve family members in planning and conducting school celebratory events. • Encourage families to contribute to the ongoing development of the school, e.g., through volunteering as classroom assistants. • Provide opportunities for family/community members to volunteer their time maintaining school resources and, when applicable, premises. • Provide opportunities for regular feedback to families about their students' learning.	☐ We do this well. ☐ We need to work on this.

Community Languages Australia
Where language and culture come together

Erebus International