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All other inquiries should be addressed to the Branch Manager, Social Cohesion & Languages Branch, Department of Education, GPO Box 9880, Canberra ACT 2601.

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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.



Where language and culture come together



Acknowledgements.

This document was initially prepared by Erebus International on behalf of Community Languages Australia (CLA) in 2007 and revised in 2023. The Quality Assurance Framework reflects the views and work of many teachers and school leaders currently engaged in community languages schools throughout Australia.

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.

This product is funded by the Australian Government Department of Education through the Supporting Community Languages Education in Australia 2019-20 to 2022-23 Program.

Dr Tim Wyatt
Dr Bob Carbines
Erebus International



Where language and culture come together



Foreword.

Community Language 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.

This revised version of the Quality Assurance Framework will enable Community Language 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.

Here at Community Languages Australia, our goal is to support Community Language Schools and we are keen on supporting schools with the adoption of the Quality Assurance Framework. We believe this 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.



Stefan Romaniw, OAM
Executive Director
Community Languages Australia

Introduction.

In operation since 1857, Australia's community language schools are one of the many tools used to consolidate Australia's identity as a truly multicultural society. Community Language 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. Community language schools play a crucial role in complementing mainstream education, providing languages and cultural education at the community level through over 1400 schools, teaching more than 70 different languages.

The Quality Assurance Framework reflects the views and work of many teachers and school leaders currently engaged in community languages education throughout Australia. The Quality Assurance Framework consists of two documents: this overview of the Framework, and a more detailed Implementation Guide. The Framework is intended to assist community language schools to achieve excellence in teaching and learning for their students, recognising the unique context within which such schools operate. It was also intended to be a tool to improve national coordination and communication between all stakeholders and initiate models for quality assurance processes that link to State and Territory accreditation processes.

The original Quality Assurance Framework document was developed as a result of work undertaken by Community Languages Australia on behalf of the Australian Government during 2003-2006. Since that time, research on the teaching of community languages has become more sophisticated, the requirements for community languages schools have continued to grow, government policies have changed and the professional needs and accountabilities of teachers in community languages schools have also evolved.

The refinements made to the original Framework have been based on feedback gathered nationally from teachers and principals in community languages schools as well as key stakeholders from the representative groups of each state/ territory.

The Framework reflects known best practice in the teaching and learning of community languages, as well as the principles of second language acquisition. The revised Quality Assurance Framework reflects the *2019 Alice Springs (Mparntwe) Education Declaration*, agreed by the Council of Australian Governments' (COAG) Education Council. It also supports and reflects the key dimensions of the *National Statement for Engaging Young Australians with Asia in Australian Schools* developed through the Ministerial Council for Employment, Education, Training and Youth Affairs (MCEETYA, 2006).



Where language and culture come together



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 this **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.

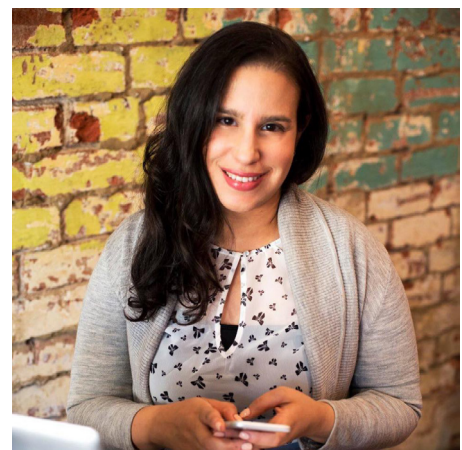
The third document is the **Self-Audit Tool** which can be used to assess where your school is situated with the Framework at the present time and will allow you to identify the areas that need more work.

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



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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.



Overview of the 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.

The next few pages outline the key Elements of each Dimension of the Quality Assurance Framework and they can be used as a checklist as you cover each Element in your school.

1. Enhancing Curriculum Relevance.

- ☐ 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. Leading the School Effectively and Efficiently.

- ☐ 2.1 The leader establishes and communicates a culture that ensures excellence in student learning.
- ☐ 2.2 The leader provides direction and guidance for achieving the school's goals.
- ☐ 2.3 The leader is responsible and accountable for all aspects of the school's operation.
- ☐ 2.4 The leader develops and monitors policies and processes to support all aspects of the school's operation.
- ☐ 2.5 The leader ensures that relationships within the school are based on trust collegiality and ethical practices.
- ☐ 2.6 The leader efficiently manages financial, physical and human resources to support teaching and learning.

3. Encouraging Community Partnerships.

- ☐ 3.1 The school is building a positive relationship with relevant mainstream schools, including (where appropriate), schools that host community language schools.
- ☐ 3.2 The school is building positive relationships with the local community to promote the value of language learning.
- ☐ 3.3 The school is establishing ongoing relationships with other community language schools.
- ☐ 3.4 The school regularly engages with the relevant State/Territory education authority
- ☐ 3.5 The school seeks to engage with relevant professional language associations to develop an authentic learning context.

4. Evidence-Based Decision Making.

- ☐ 4.1 The school has a process for collecting data about student performance.
- ☐ 4.2 The school's assessment practices take account of 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 Planning for continuous improvement is built on available evidence within the school.
- ☐ 4.6 The school has established processes for communicating assessment information to students, parents/caregivers and other key stakeholders.

5. Teaching Effectively.

- ☐ 5.1 Teachers communicate clear expectations about the standards and outcomes they expect for students.
- ☐ 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 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 to improve practice.
- ☐ 5.6 Teachers ensure that lessons are organised and structured.
- ☐ 5.7 Teachers use effective classroom management techniques.
- ☐ 5.8 Teachers consider professional development to be integral to professional improvement.
- ☐ 5.9 Teachers use approaches that reflect known best practice in second language acquisition.

6. Engaging Students in Purposeful Learning.

- ☐ 6.1 Students have a clear understanding of the goals for their learning.
- ☐ 6.2 Students are provided with opportunities to manage their learning.
- ☐ 6.3 Students are given the opportunity to apply their learning in the real-life contexts.
- ☐ 6.4 Student learning provides opportunity to demonstrate values such as caring, citizenship and fairness.

7. Ensuring Student Wellbeing.

- ☐ 7.1 The school recognises, values and supports student diversity.
- ☐ 7.2 The school's teaching and learning practices meet the interests, needs and abilities of all students.
- ☐ 7.3 The culture of the school promotes improved student learning outcomes.
- ☐ 7.4 The school identifies the concern for individual students as a priority.
- ☐ 7.5 The school provides a safe and secure learning environment for students.

8. Promoting Family Participation.

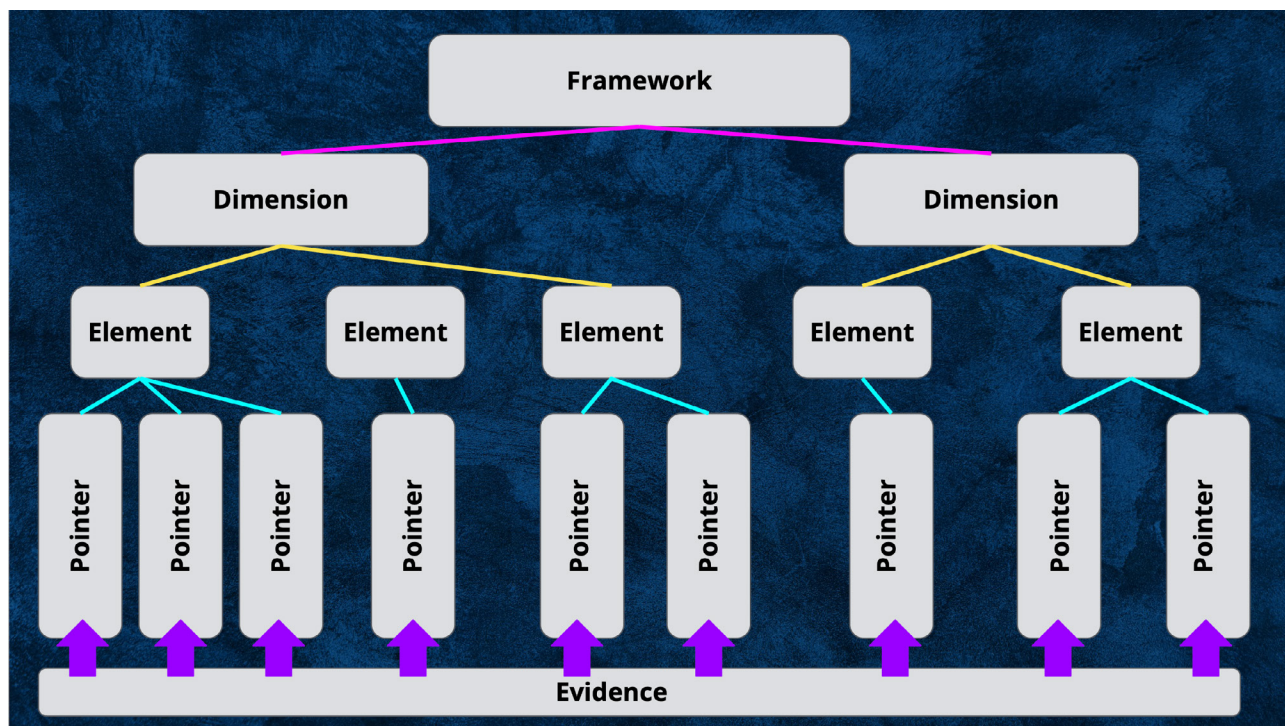
- ☐ 8.1 Family participation contributes to an authentic context for language learning in this school.
- ☐ 8.2 Family participation enhances continuation of language learning beyond the classroom context.
- ☐ 8.3 Families share common aspirations and expectations about student learning with the school's staff.
- ☐ 8.4 Families are actively involved in school life.

Understanding Key Parts of The Framework.

The Quality Assurance Framework for community languages includes Dimensions, Elements and Pointers that represent various aspects of the functioning of an effective community language school. This relationship is shown in the figure below.

Each of the eight Dimensions of the Framework is made up of a number of Elements that describe best practice in teaching community languages. The Elements represent actions that teachers and school leaders can use to improve school and classroom performance. The Elements reflect the actions that would expect to be seen in an effective community language school.

Each Element is further described by a number of Pointers, which provide practical examples of what would be consistently seen in effective community language classrooms and schools, and are shown in pages . The list of Pointers is not exhaustive. They are meant to provide a picture of what the Element might look like. They are simply a guide to what might be expected to occur in effective community language schools, and a tool to stimulate discussion about evaluating and enhancing a school's performance.



Using the Framework to Enhance and Evaluate School and Classroom Performance.

The Framework can be used in a number of ways, but has been principally designed to serve two key functions:

Enhancing school and classroom performance

- To serve as a reference guide as to what might be expected to be observed in an effective community language school

The Framework can be used by school leaders and teachers as the basis for discussion of aspirations and expectations for the kinds of learning environments they can provide to their students and communities. School leaders might choose to select one or more sections of a Dimension or Element for discussion at a staff meeting, challenging staff to identify actions they take in their classroom or school that demonstrate the achievement of the area in question.

The Dimensions and Elements provide for a range of professional learning activities that can be undertaken at the local school level. Further ideas about how these activities can be undertaken will be provided in a separate document.

Evaluating school and classroom performance

- As a tool to assist community language schools to evaluate their effectiveness and to guide planning for improvement.

The Framework can also be employed by both teachers and school leaders to determine how effectively the relevant community language is being taught at both the classroom and whole school levels.

Using the Framework to Enhance and Evaluate School and Classroom Performance.

You may wish to review one of the Dimensions and the accompanying Elements that reflect that Dimension in action. Within a particular Dimension, you may also wish to select an Element for further analysis. The Pointers provide a catalyst for a focused staff discussion that can be used to review how staff are implementing a particular Element (shown in Table 3 below). This information can then be used to determine the improvements that may be necessary in your school.

The Pointers that have been developed as part of the Framework provide some practical examples of what would be consistently seen in community languages classrooms and schools that were operating at best practice level, but the list of Pointers provided is not exhaustive. They are simply 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 Pointers 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 that can help schools focus their improvement efforts. It should also be noted that the Pointers shown are not all of equal importance in every school context. Some of the actions that could be taken to implement a particular Element may not be possible in very small schools, for example.

The Framework Explained.

Dimension 1: Enhancing Curriculum Relevance		
Element		Pointers
1.1	The school's curriculum is understood by teachers and families.	<ul style="list-style-type: none"> • 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.
1.2	The structure of the school's curriculum makes provision for age appropriate and realistic and relevant student learning experiences.	<ul style="list-style-type: none"> • 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).
1.3	The school's curriculum is appropriately aligned with the relevant State/Territory curriculum structures.	<ul style="list-style-type: none"> • 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.
1.4	The school's curriculum provides for the teaching of the language in appropriate cultural contexts.	<ul style="list-style-type: none"> • 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.
1.5	The school's curriculum is appropriately resourced to promote student learning.	<ul style="list-style-type: none"> • 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.

The Framework Explained.

Dimension 1: Enhancing Curriculum Relevance		
Element		Pointers
1.5	The school's curriculum is appropriately resourced to promote student learning. (<i>cont'd</i>)	<ul style="list-style-type: none"> • 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.
1.6	Structures are in place for monitoring and updating the school's curriculum to ensure that it is reflective of broader curriculum change.	<ul style="list-style-type: none"> • 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.

The Framework Explained.

Dimension 2: Leading Effectively and Efficiently		
Element		Pointers
2.1	The school leadership establishes and communicates a culture that ensures excellence in student learning.	<ul style="list-style-type: none"> • 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.
2.2	The school leadership provides direction and guidance for achieving the school's goals.	<ul style="list-style-type: none"> • 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.
2.3	The school leadership is accountable for complying with the legal requirements relating to Community Language Schools.	<ul style="list-style-type: none"> • 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 • 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.

The Framework Explained.

Dimension 2: Leading Effectively and Efficiently		
Element		Pointers
2.4	The school leadership develops and monitors policies and processes to support all aspects of the school's operation.	<ul style="list-style-type: none"> • 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.
2.5	The school leadership ensures that relationships within the school are based on trust, collegiality and ethical practices.	<ul style="list-style-type: none"> • 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.
2.6	The school leadership efficiently manages financial, physical and human resources to support teaching and learning.	<ul style="list-style-type: none"> • 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.

The Framework Explained.

Dimension 3: Encouraging Community Partnerships		
Element		Pointers
3.1	The school is building a positive relationship with relevant mainstream schools, including (where appropriate), schools that host community language schools.	<ul style="list-style-type: none"> 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.
3.2	The school is building positive relationships with the local community to promote the value of language learning.	<ul style="list-style-type: none"> 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). 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.
3.3	The school is establishing ongoing relationships with other community language schools within and across S&Ts.	<ul style="list-style-type: none"> Establish processes to encourage teachers to exchange teaching and learning ideas and resources with other community 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.

The Framework Explained.

Dimension 3: Encouraging Community Partnerships		
Element		Pointers
3.4	The school engages regularly with the relevant State/Territory education authority.	<ul style="list-style-type: none"> • 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.
3.5	The school seeks opportunities to engage with the relevant wider language community to develop an authentic learning context.	<ul style="list-style-type: none"> • 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.

The Framework Explained.

Dimension 4: Evidence-Based Decision Making		
Element		Pointers
4.1	The school has a process for collecting data about student performance.	<ul style="list-style-type: none"> • 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.
4.2	The school's assessment practices take account of individual student needs.	<ul style="list-style-type: none"> • 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.
4.3	The school has a process for reviewing data about student performance.	<ul style="list-style-type: none"> • 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.
4.4	The school has in place strategies to celebrate and reward student achievement.	<ul style="list-style-type: none"> • 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.

The Framework Explained.

Dimension 4: Evidence-Based Decision Making		
Element		Pointers
4.5	Planning for continuous improvement is based on available evidence within the school.	<ul style="list-style-type: none"> • 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.
4.6	The school has established processes for communicating assessment information to students, parents/caregivers, and other key stakeholders.	<ul style="list-style-type: none"> • 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.

The Framework Explained.

Dimension 5: Teaching Effectively		
Element		Pointers
5.1	Teachers communicate clear expectations about the standards and outcomes they expect their students to achieve.	<ul style="list-style-type: none"> 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.
5.2	Teachers plan their lessons based on an understanding of their students' learning needs and abilities.	<ul style="list-style-type: none"> 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.
5.3	Teachers employ a range of teaching practices and strategies to engage and meet the needs of a range of students.	<ul style="list-style-type: none"> 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.
5.4	Teachers regularly provide feedback on student performance.	<ul style="list-style-type: none"> 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.
5.5	Teachers collaborate with colleagues and share ideas and experiences to improve practice.	<ul style="list-style-type: none"> 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.

The Framework Explained.

Dimension 5: Teaching Effectively		
Element		Pointers
5.6	Teachers ensure that lessons are organised and structured.	<ul style="list-style-type: none"> • Ensure that teachers have documented lesson plans that reflect an appropriate level of structure and organisation. • Expect teachers to: <ul style="list-style-type: none"> • 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.
5.7	Teachers use effective classroom management techniques.	<ul style="list-style-type: none"> • 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.
5.8	Teachers consider professional development to be integral to professional improvement.	<ul style="list-style-type: none"> • 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.

The Framework Explained.

Dimension 5: Teaching Effectively		
Element		Pointers
5.9	Teachers use approaches that reflects known best practice in language acquisition.	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.

The Framework Explained.

Dimension 6: Engaging Students in Purposeful Learning

Element		Pointers
6.1	Students have a clear understanding of the goals for their learning.	<ul style="list-style-type: none"> • 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.
6.2	Students are actively engaged in learning.	<ul style="list-style-type: none"> • 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.
6.3	Students are given the opportunity to apply their learning in the real-life contexts.	<ul style="list-style-type: none"> • 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.

The Framework Explained.

Dimension 6: Engaging Students in Purposeful Learning

Element		Pointers
6.4	Student learning provides opportunity for the demonstration of values such as caring, citizenship, fairness, respect and responsibility.	<ul style="list-style-type: none"> • 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.

The Framework Explained.

Dimension 7: Ensuring Student Wellbeing		
Element		Pointers
7.1	The school recognises, values and supports student diversity.	<ul style="list-style-type: none"> 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.
7.2	The school's teaching and learning practices meet the interests, needs and abilities of all students.	<ul style="list-style-type: none"> 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.
7.3	The culture of the school promotes improved student learning outcomes.	<ul style="list-style-type: none"> 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.

The Framework Explained.

Dimension 7: Ensuring Student Wellbeing		
Element		Pointers
7.4	The school identifies concern for individual students as a priority.	<ul style="list-style-type: none"> 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).
7.5	The school provides a safe and secure learning environment for students.	<ul style="list-style-type: none"> 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.

The Framework Explained.

Dimension 8: Promoting Family Participation		
Element		Pointers
8.1	Family participation contributes to an authentic context for language learning.	<ul style="list-style-type: none"> • 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.
8.2	Family participation enhances continuation of language learning beyond the classroom context.	<ul style="list-style-type: none"> • 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.
8.3	Families share common aspirations and expectations about student learning with the school's staff.	<ul style="list-style-type: none"> • 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.

The Framework Explained.

Dimension 8: Promoting Family Participation		
Element		Pointers
8.4	Families are actively involved in school life.	<ul style="list-style-type: none"> • 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.



Where language and culture come together

