



GOVERNMENT OF
WESTERN AUSTRALIA



PATHWAYS TO IMPROVEMENT:

**A program for the development
of community language schools**

Supported by



Department of Local Government,
Sport and Cultural Industries
Office of Multicultural Interests

Standards Compendium

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Teaching and learning domain

Standard 1: Know students and how they learn

What does this mean and what does it look like?

Creating the culture of the classroom

Different cultures and communities have different ideas about how to teach and learn successfully. These ideas are influenced by the attitudes, beliefs and values of the culture or community. This can be a challenge for community language schools (CLS). Teachers and parents may be strongly influenced by the home culture. Expectations and practices may be similar to the home culture and different from the way that children learn here in Australia. It is important to create a classroom culture that enables students to feel comfortable about their learning, but that also uses sounds, images and elements of the home culture. This may require teachers to think differently about what they do.

Students need opportunities to practise and use language together, and wherever possible, in real situations. Opportunities to speak together are very important. Not only do these improve language competence, they also build relationships with peers and with other speakers of the language. Also, language learning must be enjoyable, and students need to feel that the effort is worthwhile. A wide variety of activities should be included. Short and engaging tasks, where students are both physically and mentally active, are important. The only language used should be that of the community but teachers need to make sure that students understand it.

Evidence

Photo(s) of classroom setup; videos of students learning and interacting.

Using texts to support learning and the acquisition of language

Teachers must give students access to a wide range of authentic materials (texts). Young children can read or view age-appropriate texts, such as cartoons or children's stories. For teenagers, it is appropriate to use YouTube clips or teenage fiction. It is important to use contemporary materials that are engaging, relevant and interesting for students. For example, by watching authentic viewing texts

like videos and streamed TV programs, students learn language and also develop knowledge and understanding of the contemporary home culture and not just the culture of their immediate community. However, it is best to limit the use of textbooks designed for native speakers of the language in home country schools as many students in CLS are not native speakers.

Evidence

Photos / samples of some of the texts / materials used.

Designing tasks to support learning

Just as students need to engage with a variety of texts, they also need to experience a variety of tasks. Design tasks to achieve the following purposes:

- show that language and culture cannot be separated
- allow for language to be practised, as well as used purposefully and spontaneously
- provide opportunities to make meaning by watching, listening and reading
- provide opportunities to communicate meaning by speaking and writing
- provide many opportunities for social interaction by using the language with different people to achieve different purposes relating to day-to-day life.

Tasks that focus on listening and speaking, and on using play and music, can build vocabulary and support language learning for younger students. For older, more advanced learners, there may be a growing focus on reading and writing. It is still important to give students opportunities to get information by asking and answering questions, and to take part in in both rehearsed and unrehearsed dialogues and role-plays. It is a good idea to use apps and other technologies to support task design and task completion.

Evidence

Samples of task outlines/descriptions; videos of students engaged in tasks.

Standard 2: Know how to teach

What does this mean and what does it look like?

Organising and working in a community language school context

Where possible, the learning environment of the CLS should be noticeably different from a regular school or classroom. It is important to create a comfortable, more informal and relaxed atmosphere with a strong focus on enjoyment. It is also important for parents and other community members to interact regularly with learners. This allows the exchange and building of language and culture, and also creates a multi-generational presence that can support mentoring and the development of community links. In classes where ATAR courses are taught learning and teaching may align more closely with regular school contexts and practices.

Evidence

Photo(s)/videos of classroom/school.

Engaging students

Effective learning and teaching requires student engagement. Lesson content must be interesting and relevant to student needs. Students must know what they are required to learn and why, and there must be a clear understanding of roles, responsibilities and acceptable conduct. When teaching, all instructions and expectations must be clear, and teachers should use a variety of texts, tasks and teaching strategies. Engaged students are positive students. To keep students positive and interested the following are suggested:

- give regular spoken feedback, praise and encouragement in the language
- provide attractive support documents to help students make and convey meaning (for example, a chart featuring language for classroom interaction, 'cheat sheets' with useful vocabulary and phrases for specific topics / areas of focus, charts for the classroom that create an environment that is rich in literacy and culture)
- use real materials (realia) from the language culture and other engaging resources (including ICTs)

- use a classroom reward system (for example, students are able to choose an activity)
- help students to take control of their own learning and to support the learning of others (for example, being 'translators' for their peers).

It is important to remember that when students are engaged, and their learning is effectively managed, there is less need to manage their behaviour. The learning experience will be better for everyone.

Evidence

Documentation of classroom management procedures and techniques; copy of code of conduct; videos / photos of classrooms; sample support documents; photos of realia and resources.

Planning, structuring and sequencing learning

Effective teaching needs effective planning. Key planning tools are lesson plans and programs. Lesson plans should be written as working documents. They should be clear and brief, and include the following information:

- lesson focus
- intended learning outcomes (learning / teaching purposes)
- preparation and resources
- learning experiences
- evaluation / assessment criteria.

Programs are different. Programs present a summary of learning and teaching across a period of time. The program needs to make clear what outcomes are wanted, and should require teachers to use a variety of tasks, strategies, and documentation of texts and resources. The program accommodates multi-age and multi-level learning. A program should also show how learning is sequenced, and how language competence and cultural knowledge will be developed through the program and over time.

Evidence

Lesson plans; programs; curriculum documentation.

Assessing and reporting student learning

Many people think that 'assessment' means that students have to do tests. In fact there are better ways of monitoring student progress and assessing their learning, particularly for community language schools. Watching students as they use the language in activities and interactions provides valuable information about what students can and cannot do. Having brief, casual conversations with students also provides useful information, especially about how students use language without preparation. A good way to record student progress is to keep very simple records of these observations and conversations (anecdotal records).

Students can also take part in their own assessment. Teachers can ask students how well they think they completed a task. With young children, encourage them to use terms like 'good' or 'not so good'. With older children, suggest they use rating scales with written or visual descriptors. It is also important to encourage students to comment on how they think they can improve their language competence.

Progress should be reported to students, and also to parents and caregivers. Short reports can be prepared and distributed at least twice a year. Reporting should not take a lot of time or work for teachers, and parents and caregivers should be able to access reports easily.

Assessment and reporting processes are different for ATAR courses. Assessment is formal and must comply with State curriculum requirements.

Evidence

Anecdotal records; examples of reports; samples of rating scales used to assess learning; copies of tests (where appropriate).



Standard 3: Know how to teach language

What does this mean and what does it look like?

Creating a classroom environment that supports real and extensive language use

The community language school needs to be a place that feels like the language is being used and not just learnt. Wherever possible language should be seen and also heard. Images, objects, voices and music can bring language to life and should be a natural part of the school environment. Teachers should use the language to lead classroom activities and transactions, even with beginning learners. It is important, however, for teachers to make sure that students can understand the language – use pictures, gesture and other students – to help beginners make sense of what they hear and see. The language of the classroom must be taught at the very beginning. This will help students to respond to the teacher's instructions, as well as to do things like ask to borrow a pencil, ask to go to the toilet, get something from a bag, etc. As students become more competent they will have opportunities to broaden the types of language that they use outside the classroom. They will also engage with a broader range of real texts that enable them to experience language and culture more deeply.

Evidence

Recordings / photos of the school and classroom, and of artefacts and learning activities; copies of support documents and charts provided to students.

Using language for communication in interpreting, creating and exchanging meaning

Students should have opportunities to interact socially in the school and classroom environment. Using the language with other students (including older and younger students), and with members of the community, will improve language and build confidence. Students need to be able to exchange information about day-to-day activities, express opinions and also thoughts and feelings. Teachers should also encourage students to take part in creative language use through

media such as stories, film and music. Over time, as students become more capable, they will extend their language use to different contexts, for different purposes and for different audiences.

Teachers should give tasks that are short and varied, and allow for the making and exchange of meaning. Role-plays, barrier games and problem-solving tasks are useful.

Evidence

Samples of texts and task; recordings / photos of the classroom; digital stories.

Focusing on both meaning and form in language learning

Formulaic expressions (such as 'where is ...'; 'how much ...') that focus on meaning, are the building blocks for language development. Therefore, planning and instruction need to be built around them. Novice or young learners in particular, need to be taught through meaningful chunks of text (formulaic expressions) rather than through lists of single words, or by learning grammar rules. The best way to help students develop their language ability is to give them opportunities to use formulaic expressions, in roughly appropriate ways.

It is also important to understand that language form (grammar) develops from meaning and not the other way round. Meaning needs to come first when students begin to learn language. As students become more competent, however, teachers should increase the focus on grammar and on understanding how the rules of language work. This supports the overall development of language proficiency.

Evidence

Samples of language practice and language use tasks; lesson plans; annotated work samples.

Supporting the development of interculturality

Cultural understandings, and students' interculturality, are developed through using language and not by studying culture separately. Students need to learn how language expresses culture. They need to know appropriate cultural conventions for social interactions (for example, how to speak to and engage with different community members; how

to give and receive goods and materials using suitable gestures and social practices). They also need, over time, to build an understanding of how beliefs and values are made clear in different text types (for example, the way an email is structured; the way a business letter is formatted; how products are advertised etc.). This is why the use of authentic text is so important. By giving students opportunities to compare English texts with those of the community language, students will notice differences in style, structure and levels of formality that show the culture of the community. These understandings will help them understand, negotiate, and value the different social practices of the languages that they use and learn.

The CLS must also be a place where students can experience and share significant cultural events with the language community and the Australian community more widely.

Evidence

Examples of authentic texts used by students (for example, video clips, advertisements, songs, stories, games etc.); examples of texts produced by students (for example, emails, video clips, greeting cards, public notices etc.); recordings of performances and celebrations.

Assessing language practice and language use

Teachers must give students many opportunities to learn, practise, drill, rehearse and use the language. As students take part in these activities teachers should monitor students' progress. They should notice what students can and cannot do, and they write comments about this information in a format that they can use later to report to parents. Through this process teachers effectively assess student progress.

Teachers also need to be aware of whether the tasks that students do are language practice tasks or language use tasks. Language use is demonstrated through the purposeful and unplanned use of language. In language use tasks, students do not have time to rehearse or practise their answers. Instead they have to rely on what they really know to complete the task. Language use tasks should also focus on meaning making. These types of tasks are important in the assessment of student

learning. Unrehearsed role-plays or gap tasks are examples of valid spoken language assessments. Unrehearsed written assessments are also valid language use assessments.

Tests and exercises that focus on separate aspects of language such as grammar, spelling and vocabulary are necessary preparation for meaningful tasks that assess language use. It is not recommended to over-use testing in the CLS context unless students are enrolled in an ATAR course.

Evidence

Samples of assessment tasks and exercises; anecdotal records.

Teaching students how to learn and how to learn language

Teachers in community language schools have an important responsibility to teach their students how to help themselves to learn language. This is important because the limited hours provided in a CLS will not give students enough language experience to become competent language users. Teachers need to help students develop ways to be able to repair or extend communication. They need to teach students to ask people to slow down, to repeat, to simplify, as well as use other phrases to keep conversations going. Also, teachers need to teach strategies that students can use to access text, and focus on developing skills such as using context, images, headings, and knowledge of textual rules to support meaning making. Students should also be encouraged to learn other strategies such as looking for patterns, memorising vocabulary, and finding conversation partners in the family, community and beyond.

Because students need to take their language learning beyond the time offered through the community language school, it is also important for students to learn to take some responsibility for their own learning and for parents to realise that they too have responsibility in this area.

Evidence

Student information on strategy use; student reflective journals / commentaries; samples of tasks with a strategy focus; communications with parents about language use beyond the classroom.

Standard 4: Know the content and curriculum

What does this mean and what does it look like?

Knowing the community language and culture

All teachers in CLS are fluent in their language, and their culture is part of their language use. Knowledge of language and culture, however, are not enough on their own. Just because you speak a language does not mean that you can effectively teach it. In fact, it can be very challenging to teach your own language and culture. It can be difficult to work out how to teach something that is so natural. Beginning teachers working in newly established programs can find it difficult to work out what to teach, and how to do it in a way that connects with curriculum and the Australian culture of learning. It is, therefore, important for new teachers to be mentored, and to access professional learning activities. It is also useful for teachers to have the opportunity to work with / watch other teachers who have expertise. Teacher development results in more awareness of how to teach languages in the Australian context, and of how to support students as they negotiate two languages and cultures and develop their interculturality.

Evidence

Documentation of professional learning and competence, for example certificates; academic qualifications. (NB. All teachers of ATAR courses must be registered with the Teacher Registration Board of Western Australia (TRBWA) and fully AITSL accredited.)

Knowing about the acquisition and teaching of language

Understanding how language is acquired naturally helps teachers to understand what is needed to teach language effectively. Schools need to support their teachers to clearly develop these understandings. The principles of instructed language learning need to be seen to be applied in the classroom and supported through teacher professional learning.

Evidence

Documentation of professional learning activities; lesson plans; task descriptors.

Knowing about curriculum

'Curriculum' refers to the total process of planning, designing, implementing and evaluating learning and teaching. This process needs to follow curriculum policy and associated documentation. All schools need to develop a languages curriculum, and all teachers need to know how the different parts of curriculum fit together. Beginning teachers and new community language schools may have limited knowledge of the elements of curriculum. They know that students need to develop skills in the areas of listening, speaking, reading, writing and viewing. However, they may not fully understand how to weight these skills for different learners and different levels of learning. The development of curriculum knowledge in community language schools is very important and schools need to account for, and document how, they design curriculum, as well as show how curriculum supports methodical, continuous and cumulative student learning. School leaders and classroom teachers also need to be able to show how they change aspects of curriculum to match changes in school, classroom and external circumstances. This process is known as curriculum renewal.

Evidence

School curriculum documentation.

Knowing about curriculum alignment

The development of a clear curriculum that sequences learning in a meaningful and useful way can be a challenge for CLS. First, it is important to make sure that lessons are planned and structured so that students grow useful and real knowledge that they can use outside the classroom. Beyond this, it is important to organise curriculum in the school so that all children experience increased learning. It is also important for schools to try to align their curriculum with the wider policy and principles in languages education.

Evidence

School curriculum documentation.



Leadership and governance domain

Standard 5: Demonstrate leadership in language education

What does this mean and what does it look like?

Planning for language teaching and learning

School leaders are the principal and the board or management committee of the school. They are responsible to the community for making the school as good as it can be.

School leaders come from, and work with, the language community to establish the school, organise what the school will teach and how students will be taught. School leaders consult widely with the community to be sure that there is community support for the school. They make clear the purpose of the school and develop, first, the reason for the school to exist, then a vision and a strategic plan for the school. School leaders manage all the resources of the school: the finances, teachers, teaching space, teaching and learning materials, and time to get the best outcomes for students. Leaders involve the community in decision making; they give information and make recommendations to the community.

Evidence

Published rationale or vision for the school; strategic plan for the school; minutes of community meetings.

Developing curriculum

The curriculum sets out what students should be taught and what they should learn, using the time and resources available. Planning a curriculum always starts with knowing the students—whether they have some experience in the language or none at all; how old they are; what their interests are; and their reasons for joining the class. This information about the students will guide decisions about what and how to teach. Once this is established the school needs to decide the composition of classes or levels. Then, the school needs to make clear how this relates to curriculum content.

Schools should also aim to describe what language outcomes are expected from each class or level. Teachers use the curriculum to plan learning tasks in sequence; students and parents use the curriculum to understand what students will be taught and what they are expected to learn. In a new school the curriculum will have goals and a sequence for learning but these may not be described in detail. More experienced schools will shape their curriculum to be compatible with State

and / or national curriculum. Schools offering ATAR courses will adhere to all ATAR course requirements.

Evidence

School curriculum documentation.

Monitoring, reviewing and renewing school curriculum

School leaders make sure that the strategic plan for the school includes a timetable for reviewing the curriculum. Between curriculum reviews, leaders arrange for teachers to meet regularly to discuss what is or is not working well in the current curriculum and to suggest ideas for changes. This process of monitoring, reviewing and renewing the curriculum is continuous.

Evidence

Strategic plan; schedule of meetings with teacher to discuss curriculum; agenda items and minutes.

Developing teachers

School leaders understand that teachers are the most important part of a student's learning. This is shown by the fact that teachers take part in curriculum discussions and decision making. The school encourages and assists all teachers to assess their professional learning needs and to complete professional learning activities. Professional learning may be offered in the school: experienced and knowledgeable teachers instructing new teachers, an expert invited to work with teachers in the school, or working with and learning from a similar school in Western Australia or in another State. School leaders also look for professional learning opportunities outside the school, from organisations such as the Ethnic Schools' Association of WA, the Modern Languages Teachers' Association of WA, Community Languages Australia, universities and the Office of Multicultural Interests. Schools offering classes at ATAR level keep up-to-date with course and assessment requirements through the School Curriculum and Standards Authority.

Evidence

Individual teachers' professional learning plans; professional learning schedule for teachers; records of professional learning activities completed by individual teachers and associated documentation.

Standard 6: Practise good governance

What does this mean and what does it look like?

Responding to community needs

School leaders must be open to consultation and they must have a commitment to both the school and the community. They demonstrate this commitment through the use of shared decision-making processes that include community meetings, regular opportunities for community members to share ideas and offer opinions, as well as including the community in school activities. Community members have regular opportunities to say what they want and expect from the school. Leaders also share information about the school, make recommendations and involve community members actively in all areas of the school. Communication is central to the school's relationship with its community and leaders communicate through a variety of media. These may include newsletters, public meetings, social media, email, text messages, telephone calls, flyers, surveys and radio.

Evidence

Copies of notices, invitations to comment; agendas of meetings; published opportunities for community members to be members of the board or management committee.

Accounting for decisions

School accountability is a significant area of responsibility for all school leaders. School leaders must exercise due diligence in documenting all school processes and procedures. Decision-making processes need to be very clear and school leaders must be able to explain and be responsible for all decisions (both large and small). School leaders must be able to report clearly to the school and the community (which has authority over the school) what the school did; the processes that were followed; the people, legislation and funding involved; the pros and cons of various options; and why a particular decision was reached.

Evidence

School documents that detail decision-making processes; minutes of meetings of the board or management committee; notices to the community reporting decisions.

Making sure that decision making is transparent

The consultation and decision-making processes described above all need to be on record, with all information transparent and available to the school and its community

Evidence

School documents that detail decision-making processes; minutes of meetings of the board or management committee; notices to the community reporting decisions.

Making decisions consistent with relevant legislation

School leaders must have a complete understanding of the legislation that affects their school and its students and teachers. They need to be aware of their obligations, particularly in terms of current workplace health and safety legislation, and student wellbeing requirements. This includes making sure that all necessary working-with-children-checks are complete and that appropriate records are maintained. It is important to also have good knowledge of State and Commonwealth funding requirements and responsibilities. School leaders need to keep the current legislative requirements on file, as paper copies or links to digital formats, and they need to check regularly for updates. They also need to maintain records of decision-making processes. When there are changes to legislation, school leaders need to explain and share information about how changes will affect the school, through meetings and communications with teachers, parents and the community.

Evidence

The following should be available:

- school strategic plan and other documents
- applications for State and Commonwealth funding
- acquittal reports for State and Commonwealth funding
- student enrolment and attendance records
- copies of teachers' current *working-with-children-check* approvals
- insurance documents
- agreements with venue owners.

Managing school operations

All actions of school leaders should be guided by the school's vision and the desire to make the best use of people and resources. School leaders need, however, to be aware of the voluntary nature of much of the work carried out in community language schools. Because of this it is important to make sure that all activities respect voluntary commitment and are completed effectively and efficiently.

Evidence

Strategic plan; action plans; operational plans; annual reports.

Community Languages Program (CLP) eligibility requirements

To access Community Languages Program (CLP) funding the school must meet the eligibility requirements:

- be a not-for-profit entity with legal 'incorporated association' status and based in WA
- have a constitution or school charter stating that the organisation's purpose is to provide language education
- have a board or management committee that includes representation from at least one member of the language group's community and one parent of a student at the school
- be open to students from Kindergarten to Year 12
- hold classes outside of school hours
- provide a minimum of one-and-a-half hours of face-to-face language teaching per lesson based on an educational program that is linked to the Western Australian or Australian curriculum where possible
- have a minimum of 10 students enrolled in the school in a calendar year
- provide at least 35 weeks of language classes each year or the equivalent number of classes pro rata
- be committed to all teaching staff and at least one administrator attending a minimum of two professional learning sessions over the duration of the grant period

- comply with the requirements of the *Working with Children (Criminal Record Checking) Act 2004* and be committed to becoming a child safe organisation
- be located at least five kilometres from another CLS that teaches the same language.

Evidence

Copy of the organisation's certificate of incorporation; constitution or charter; student attendance records, agenda and minutes of board or committee meetings; school lesson plans; records of teacher attendance at professional development workshops.

Welcoming to everyone

Community language schools must be open to all students, regardless of age, gender, religion or language background and experience. School leaders have a responsibility to make sure that this is the normal practice of the school. As far as possible, schools must also make the school suitable for students with special needs.

Evidence

School brochures / webpages; advertising material; personal communications.



Community links domain

Standard 7: Connect classroom learning to the family and wider language community

What does this mean and what does it look like?

Bringing the community into the school

Families are very important in supporting school activities and their children's learning. By encouraging the use of the language outside the classroom and by modelling its use at home, students will be in an environment where language learning is supported and is also seen as a valuable part of day-to-day life. Students benefit from seeing and hearing the language and culture in action. They benefit from hearing their parents and other community members talk in the language with teachers and also with friends. It is also important to bring community members into the school to share their knowledge of the language and culture. Community members can be guest speakers, storybook readers, musicians and artists, and also be in a position to demonstrate and teach crafts, cooking, sports or other cultural activities using the community language. Teachers can also invite community members (local, national and international) to write and record audio and video messages about the culture of the language community for use in the classroom and school.

Evidence

Photographs or video of guest speakers / visitors interacting with students in the school; samples of student work produced when completing tasks that involve interaction with community members; materials produced by community members for use in the classroom.

Taking the school into the community

Parents are the main influence on their children's lives so it is important for schools to inform and support parents' language use in the home. Parents need to decide to use the language as much as possible to support student learning. Schools can give tasks that encourage students to use the language with parents and other family and friends, and also out in the community. There may be opportunities for students to use the language

when shopping, visiting, or spending time with older community members who can talk about customs and traditions. Community activities such as clean-up and gardening days are times when students can use language. Sporting events and other social activities can also be rich environments for real language use.

Students can use online technologies (video calls, face time, email, messaging) to communicate with other speakers of the language. Students in other schools in Australia or other countries, family members overseas, or friends on holiday can become communication partners for the students of community language schools.

Community language schools grow from and with their communities. The connection between the school and the community is two-way, bringing the community into the school and taking the school into the community. This two-way connection must be encouraged and be a focus in all learning and teaching.

Evidence

- Student-made 'news' reports on school events shared via communication technologies to local and overseas community language communities.
- Penpal and e-pal activities between students in different schools, states or countries.
- Recordings of students' telephone or video-call conversations with family or friends.
- Posters or flyers using the community language and created by students to publicise community events.
- Photographs or video of students interacting with community language speakers at community events.



Standard 8: Share language and culture with the wider Australian community

What does this mean and what does it look like?

Linking language, culture and communities

Teachers need to include discussions of both the community language and culture, and of English and Australian culture, as a regular part of classroom activities. These discussions should relate to everyday aspects of daily life as well as to celebrations, traditions, and special activities. The use of authentic texts in the classroom will help with awareness of similarities and differences and, over time, allow students to position themselves in both communities. Identity formation is an important aspect of education in community language schools and, therefore, teachers must develop texts and tasks to support this process. With growing maturity and increased competence, language students will be able to operate effectively in both communities because of their intercultural competence.

The history of the language community in Australia should also be included in classroom tasks. Students need to develop an understanding of the community's contribution to the making of modern Australia. Students also need to learn about how both cultures have changed over time, and discover traditions that are still important. Stories, poetry and songs are important authentic texts that often contain a lot of cultural information and should be readily used in the school.

Evidence

- Web pages that use the community language and Australian English and are designed and maintained by students to publicise the school, the community or special events to the wider community.
- Examples of texts and tasks that compare the two cultures.
- Student work samples that compare the two cultures.
- Written, audio or video messages made by students and explaining aspects of Australian culture to e-pals, friends, and family overseas.



GLOSSARY

Accreditation	Endorsement that a program meets approved standards.
Achievement	Achievement tests establish what has been learned in a specified course of instruction, for example ATAR courses.
Assessment	The practices and procedures for monitoring and measuring students' achievement in relation to learning purposes/objectives.
Assessment - formative	Immediate feedback to students that may also lead to changes in the teaching and learning program.
Assessment - summative or examination.	Student assessment at the end of a program of work, usually a test
Behaviour/ classroom management	Refers to all the things that a teacher does to organise students, space, time and materials so that instruction in content and student learning can take place.
Authentic	Texts and tasks described as authentic have value and purpose beyond the classroom. They are real and come from or belong in the environment of the language.
Collaboration	Working with one or more colleagues to achieve a common goal.
Context	The set of circumstances or facts that surround a particular event, situation or environment.
Curriculum	Curriculum in this sense encompasses the total process of planning, designing, implementation and evaluation, and needs to be viewed within the context of a broad theory of education. A useful curriculum construct is to think of it as a jigsaw — all parts are inextricably interrelated and interlocked. No one part of the curriculum jigsaw can exist in isolation; all parts are inextricably interrelated. A change in one part of the curriculum will have an effect on all other parts; a change in assessment practices, for example, will inevitably lead to changes in classroom practices, just as changes in the content of a language learning program will logically lead to changes in assessment procedures. There will always be a need to constantly fine-tune curriculum in the light of classroom experience, further research into language learning and language acquisition, together with factors external to the actual L2 learning process. The term used to describe this process of continuous fine-tuning is 'curriculum renewal', and it is a commitment to this process that constitutes a commitment to personal growth within the teaching profession for the mutual benefit of teachers and learners. Scarino A, Vale D, McKay P & Clark J. 1988
Curriculum alignment	The process of organising a learning and teaching program so that it matches up with factors such as intended learning outcomes and learner competence. An aligned curriculum should be free from needless repetition, and it should not have any gaps. Curriculum alignment supports language learning that is continuous and cumulative for all learners.
Curriculum content	What teachers are expected to teach and students are expected to learn. Curriculum content includes knowledge, skills and understanding that students are expected to learn and is usually described for a particular learning area at a particular year level.

GLOSSARY

Demonstrate	To show or make evident knowledge and/or understanding.
Effective teaching strategies	Strategies used by teachers and which contribute to successful learning outcomes for students.
Evaluation	The process of measuring the effectiveness of the curriculum / program / school.
Evidence	Data that is considered reliable and valid which can be used to support a particular idea, conclusion or decision.
Formulaic expressions	These are chunks of text that students can learn and use in roughly appropriate ways without understanding the grammar and rules that might be associated with the chunk. These chunks of text are the building blocks of language learning and growth.
Intercultural	An intercultural approach to language teaching and learning means that students learn in a context where they critique and mediate their experiences and identity with respect to living and learning in multiple languages and cultures.
Language acquisition and language learning	Language acquisition is a gradual process that can take anywhere from several months to several years. During this time, the learner acquires the different structures that make up the language through natural exposure to the language. The formal process of language learning involves explicit instruction. It is important for instructed language learning to accommodate, where possible, the natural sequence of acquisition.
Language learning strategies	Activities consciously chosen by learners for the purpose of regulating their own learning.
Language practice tasks	Tasks that involve learning, practising and rehearsing language for real and purposeful language use.
Language use tasks	Tasks that require purposeful and spontaneous language use.
Learning culture	The taken-for-granted frameworks of expectations, attitudes, values and beliefs about how to teach and learn successfully.
Learning and teaching program	An organised and sequenced program of teaching activities and strategies; assessment strategies and resources.
Learning goals	The specific, measurable, attainable, realistic and time-targeted (SMART) objectives set with, by and for students.
Lesson plan	A teacher's detailed description of the learning purposes, experiences, sequence of activities, resources and evaluation strategies for a lesson.
Mentor	A more experienced person or school who supports and assists another person or school to grow and learn in their role.
Multi-level	The text or task can be used by students of different language ability and experience.
Multi-media	Uses more than one medium of communication, for example, viewing and listening.

GLOSSARY

Multi-modal	The use of two or more communication modes to make meaning, for example image, gesture, music, spoken language, and written language.
Outcomes	What individual students actually know, understand, value and can do as a result of language teaching and learning.
Performance	Assessment is carried out in a context where the student is involved in an act of communication.
Program	A learning and teaching program describes the planned learning of the class over a period of time (half-term, whole-term, semester or year).
Progress	A students' ability to use the community language grows.
Syllabus	The planned content (goals, objectives, activities, specific content, method, resources and assessment) of leaning.
Text	Any form of communication, written, spoken or visual, in the community language, for example, a film, song, email, SMS, conversation, advertisement.
Text type	Language texts should be wide ranging and varied, from instructions to brief conversations and lengthy and complex forms of writing.



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Document version: January 2018