PATHWAYS TO IMPROVEMENT:

A program for the development of community language schools

**Standards
Side by side**

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Standards Side by side

This document does not include the requirements for School Registration (see Standards Assessment: Registration). Standards side-by-side compares information on development stages beyond initial school registration.

Teaching and learning

Standard 1: Know students and how they learn

Outcomes	Preliminary	Competent to be accredited	Competent to teach ATAR courses
Creating the culture of the classroom	• Teachers have some awareness that learning and teaching in Australia may be different from their home culture.	• Teachers appreciate that there are differences between the learning cultures of the community language and Australia and try to accommodate these differences. • Teachers understand that students have different needs and styles of learning.	• Teachers appreciate and accommodate differences between the learning culture of the community language and that of Australia. • Teachers appreciate and accommodate differences in student learning styles, needs and experience.
Using texts to support learning and the acquisition of language	• Texts used are appropriate for students' age and language level.	• Teachers use a variety of texts that are appropriate for the students' ages and are authentic, relevant and interesting.	• Teachers use a wide variety of texts that are appropriate for the students' ages and are authentic, relevant and interesting.
Designing tasks to support learning	Teachers use tasks that: • teach language and culture together • enable students to practise language as well as use it in the classroom and in daily life • have a focus on listening and speaking • enable students to make progress in their language learning.	Teachers use tasks that: • integrate language and culture • enable language practice as well as real world use • have a strong focus on listening and speaking • involve movement and being active as well as working at desks • enable all students to make progress in their language learning • link to the context of contemporary Australia.	Teachers use tasks that: • integrate language and culture • enable language practice as well as real world use • focus on all language modes and use multimedia • require students to be mentally and physically active • enable students to meet ATAR course requirements • link to the context of contemporary Australia.

Teaching and learning

Standard 2: Know how to teach

Outcomes	Preliminary	Competent to be accredited	Competent to teach ATAR courses
Organising and working in a community language school context	• Teachers create a learning environment where students feel comfortable and are willing to learn. • Teachers generate a multi-generational presence.	• Teachers create a learning environment that is different in style from regular classrooms and that makes it easy for students to learn. • Teachers generate a multi-generational presence.	• Teachers create a learning environment that has appropriate resources and where the necessary opportunities are provided to meet ATAR course requirements. • Teachers generate a multi-generational presence.
Engaging students	• Teachers give clear instructions and students know what to do. • Teachers use a variety of teaching strategies to engage students. • Classroom management strategies are in place and there is a focus on positive behaviour management.	• Teachers give clear instructions. Students know what to do in class and what they are required to do using the language. • Teachers use a wide variety of teaching practices and strategies to engage and meet the needs of all students. • Teachers use effective verbal and non-verbal classroom management techniques, and make sure there is a focus on positive behaviour management. • Teachers encourage students to take some responsibility for their own learning.	• Instructions and expectations are clear and in line with ATAR course requirements. • Teachers use a variety of teaching practices and strategies to engage and meet the needs of all students. • Teachers use effective classroom learning management techniques to support student learning and achievement. • Teachers encourage students to take significant responsibility for their own learning.

Teaching and learning

Standard 2: Know how to teach

Outcomes	Preliminary	Competent to be accredited	Competent to teach ATAR courses
Planning, structuring and sequencing learning	• Teachers prepare lesson plans to achieve language outcomes. • Teachers plan lessons that interest and motivate students. • Teachers work together to plan and program for the students in the school.	• Teachers plan, organise, structure and sequence lessons to accommodate learner needs and achieve results. • Teachers plan lessons that interest and motivate students. • Lesson plans and programs have clear learning purposes and objectives. • Teachers plan and program for sequential learning over extended periods of time (for example, a term or half term). • Teachers work together to plan across classes to make sure they align, and support sequencing and cumulative learning in a whole school context. • Teachers design tasks that accommodate students with different levels of language competence. • Teachers adjust support for task completion to accommodate students with different levels of language competence. • Teachers design tasks, and use strategies and activities that are suitable for different ages and contexts.	• Teachers plan, organise, structure and sequence lessons to accommodate learner needs and achieve desired and described outcomes. • Teachers plan lessons that interest and motivate students. • Lesson plans and programs have clear learning purposes/ objectives and are aligned with State and national curriculum requirements. • Teachers plan and program for sequential learning over extended periods of time. • Teachers work together to plan across classes to make sure they align, and support sequencing and cumulative learning in a whole school context. • Teachers design tasks that accommodate students with different levels of language competence. • Teachers adjust support for task completion to accommodate students with different levels of language competence. • Teachers design tasks and use strategies that require multimodal and multimedia use of language.

Teaching and learning

Standard 2: Know how to teach

Outcomes	Preliminary	Competent to be accredited	Competent to teach ATAR courses
Assessing and reporting student learning	• Teachers assess student progress regularly. • Teachers give students feedback on their progress. • Teachers record student progress and report to parents/caregivers.	• Teachers assess student progress/performance regularly. • Students get regular feedback on their progress/performance/achievement. • Teachers record student progress/performance/achievement regularly and give reports to parents/caregivers. • Students are given opportunities to assess their own progress/performance/achievement. • Students and teachers reflect on the program and the learning that is taking place.	• Teachers assess student progress/performance/achievement regularly. • Students are given regular feedback on their progress/performance/achievement. • Teachers record student progress/performance/achievement and report regularly to parents/caregivers/main schools (where appropriate). • Students are given opportunities to critique their own progress/performance/achievement. • Students and teachers reflect on the program and the learning that is taking place.

Teaching and learning

Standard 3: Know how to teach language

Outcomes	Preliminary	Competent to be accredited	Competent to teach ATAR courses
Creating a classroom environment that supports real and extensive language use	• Teachers create an environment where students are constantly exposed to the community language and culture in real-life situations. • Language and cultural practices and transactions in the classroom and school are real and purposeful.	• Teachers create an environment where students are constantly exposed to the community language and culture in real-life situations. • Language and cultural practices and transactions in the classroom and school are real and purposeful.	• Teachers create an environment where students are constantly exposed to the community language and culture in real-life situations. • Language and cultural practices and transactions in the classroom and school are real and purposeful.
Using language for communication in interpreting, creating and exchanging meaning	• Teachers give students opportunities to interact through speaking (and in writing where appropriate) to exchange opinions, experiences, thoughts and feelings. • Teachers give students opportunities to receive, deliver and exchange information in the community language. • Teachers enable students to engage with, and respond to creative and imaginative experiences.	• Teachers give students extensive opportunities to interact through speaking (and in writing where appropriate) to exchange opinions, experiences, thoughts and feelings. • Teachers give students extensive opportunities to get, convey and exchange information through a range of spoken, written and multimodal texts. • Teachers enable students to engage with, and respond to creative and imaginative experiences linked with a range of texts.	• Teachers give students extensive opportunities to interact through speaking and in writing to exchange opinions, experiences, thoughts and feelings. • Teachers give students extensive opportunities to obtain, convey and exchange information through a range of spoken, written and multimodal texts. • Teachers enable students to engage with, and respond to creative and imaginative experiences associated with a range of texts. • Teachers give students opportunities to think about how language shapes communication and identity.

Teaching and learning

Standard 3: Know how to teach language

Outcomes	Preliminary	Competent to be accredited	Competent to teach ATAR courses
Focusing on both meaning and form in language learning	• Teachers make sure that students learn formulaic expressions (chunks of text) rather than just single words. • Teachers make sure that meaning making (not grammar) is the first focus of learning. • Teachers make sure that as students develop proficiency they focus more on form (grammar).	• Teachers make sure that students develop a repertoire of formulaic expressions (chunks of text) rather than single words. • Teachers make sure that first engagement with texts focuses on meaning. • Teachers enable students to recognise, and use, appropriate register and conventions to support meaning making. • Teachers make sure that as students develop proficiency they focus more on form (grammar).	• Teachers make sure that students develop a repertoire of formulaic expressions (chunks of text) rather than single words. • Teachers make sure that initial engagement with texts focuses on meaning. • Teachers enable students to recognise, and use, appropriate register and conventions to support meaning making. • Teachers make sure that students develop rule-based competence in the community language.
Supporting the development of interculturality	• Language and culture are taught together. • Teachers understand that sharing in cultural events and celebrations with community members supports knowledge of, and respect for language and culture.	• The interconnectedness of language and culture is shown through teaching and learning activities. • Teachers enable students to understand that language is social practice and that texts are culturally specific. • Teachers understand that sharing in cultural events and celebrations with community members supports knowledge of, and respect for language and culture.	• The interconnectedness of language and culture is shown through teaching and learning activities. • Teachers enable students to understand that language is social practice and that text-types are culturally specific. • Teachers understand that sharing in cultural events and celebrations with community members supports knowledge of, and respect for language and culture. • Teachers give students opportunities to think about the community language and culture in relation to their experiences of Australia.

Teaching and learning

Standard 3: Know how to teach language

Outcomes	Preliminary	Competent to be accredited	Competent to teach ATAR courses
Assessing language practice and language use	• Teachers assess student learning mainly through language-use tasks. • Teachers give students many opportunities to learn, practise, drill and rehearse language in preparation for assessment.	• Teachers assess student learning mainly through language-use tasks. • Teachers give students many opportunities to learn, practise, drill and rehearse language in preparation for assessment.	• Teachers formally assess student learning mainly through language-use tasks that address all the language modes. • Teachers give students many opportunities to learn, practise, drill and rehearse language in preparation for assessment.
Teaching students how to learn and how to learn language	Not applicable	Teachers support their students to develop language learning strategies to: • carry out communicative tasks • access, decode, and make meaning from texts • support learning and the acquisition of language • educate themselves.	Teachers support their students to develop language learning strategies to: • carry out communicative tasks • access, decode and make meaning from texts • support learning and the acquisition of language • educate themselves.

Teaching and learning

Standard 4: Know the content and curriculum

Outcomes	Preliminary	Competent to be accredited	Competent to teach ATAR courses
Knowing the community language and culture	• Teachers are fluent in the language, and have in-depth knowledge of the culture(s) but have limited experience of connecting these areas in curriculum and in learning and teaching.	• Teachers are fluent in the language, and have in-depth knowledge of the culture(s). They appreciate that language and culture should not be separated in the experiences of the classroom, and this is reflected in curriculum design and implementation.	• Teachers are fluent in the language, and have in-depth knowledge of the culture(s). The concept of interculturality is central to curriculum design and implementation.
Knowing about the acquisition and teaching of language	• Teachers have some awareness of how language is acquired and the implications that this has for language teaching and learning.	• Teachers have some understanding of how language is acquired and that this has implications for language teaching and learning.	• Teachers have a good understanding of how language is acquired and are able to apply the principles of instructed language learning.
Knowing about curriculum	• Teachers know that they need to teach listening, speaking, viewing, reading, writing, culture and how the language works and the skills of learning language.	• Teachers know that they need to teach listening, speaking, viewing, reading, writing, culture, how the language works and the skills of learning language. • Teachers can identify and describe features of State and national curriculum policy and documentation and include parts of these in their curriculum.	• Teachers have a detailed understanding of the features and structures of State and national curriculum, and associated documentation, and are able to apply them appropriately within their school and classroom contexts.
Knowing about curriculum alignment	• There is limited appreciation of the need to develop a coherent curriculum that is well-organised in the school across lessons and classes.	• School leaders and teachers design school curriculum to meet school needs. There is some evidence of sequencing to avoid repetition and unnecessary content, and to support learning that increases for all students.	• School curriculum is purposefully designed to meet school needs. It is coherently organised and sequenced to enable cumulative learning and the achievement of articulated course outcomes.

Leadership and governance

Standard 5: Demonstrate leadership in language education

Outcomes	Preliminary	Competent to be accredited	Competent to teach ATAR courses
Planning for language teaching and learning	• The school is able to present a rationale for its existence. • A strategic plan has been developed or is in development. • School leaders are engaged with the community to determine school goals. • School leaders are able to provide a budget for the resources needed by the school.	• The school has a vision for its languages program that is endorsed by the school community. • The school has a strategic plan that is reviewed periodically. • School leaders effectively manage the school's budget and resources.	• The school has a vision for its languages program that is supported by the school community. • The school has a strategic plan that is reviewed periodically. • School leaders give direction and guidance to determine and monitor the sequence of steps required to achieve school goals. • School leaders effectively manage the school's budget and resources.
Developing curriculum	• The process of developing a school language curriculum has begun and is informed by State and national curriculum documentation.	• There is a documented languages curriculum that is compatible with the State/national curriculum documents but reflects school and community needs and contexts.	• There is a documented languages curriculum that is aligned with the content structure of the State and national requirements as determined by the School Curriculum and Standards Authority. It reflects school and community needs and supports students to achieve course outcomes.
Monitoring, reviewing and renewing school curriculum	• School leaders acknowledge the importance of these processes and there is some evidence of procedures for whole school curriculum review.	• School curriculum is monitored and regularly reviewed. • The school encourages a culture of continuous improvement.	• There is an established and transparent process for curriculum review and renewal in the school. • School leaders apply a range of initiatives to actively support a culture of continuous improvement in the school.

Leadership and governance

Standard 5: Demonstrate leadership in language education

Outcomes	Preliminary	Competent to be accredited	Competent to teach ATAR courses
Developing teachers	• School leaders make sure that all teachers have successfully completed professional learning requirements for preliminary accreditation for the school.	• School leaders make sure that teachers regularly engage in professional learning. • School leaders carry out programs to support the development of a school culture based on trust, collaboration, collegiality and ethical behaviour.	• School leaders make sure that teachers regularly engage in professional learning. • School leaders make sure that teachers have up-to-date and accurate knowledge of curriculum and assessment requirements. • School leaders support and maintain a school culture based on trust, collaboration, collegiality and ethical behaviour.

Leadership and governance

Standard 6: Practise good governance

Outcomes	Preliminary	Competent to be accredited	Competent to teach ATAR courses
Responding to community needs	• School leaders consult and involve the community in making decisions. as part of shaping a vision for the school and determining the relationship between the school and its community. This includes the articulation of roles and responsibilities.	• School leaders consult and involve the community in making decisions and in ongoing planning. • School leaders are focused on maintaining and further developing relationships and responsibilities.	• School leaders consult and involve the community in making decisions and in ongoing planning to make sure that the language program will continue to be maintained and grow within its community.
Accounting for decisions	• School leaders are aware of their obligations and the need to report, and explain their decisions, and be responsible to the school community.	• School leaders report, explain and are responsible for the decisions they make on behalf of the school community.	• School leaders report, explain and are responsible for the decisions they make on behalf of the school community.
Making sure that decision making is transparent	• In addition to consultation, school leaders inform the community of decisions they have made about the school.	• School consultative processes are an essential part of the school's transparent decision-making processes. In addition, school leaders inform the community of how and why actions are undertaken, including any information, advice, or legislative requirements being followed.	• Consultation is an essential part of the school's transparent decision-making processes. • School leaders inform the community of how and why actions are undertaken, including any information, advice or legislative requirements being followed.

Leadership and governance

Standard 6: Practise good governance

Outcomes	Preliminary	Competent to be accredited	Competent to teach ATAR courses
Making decisions consistent with relevant legislation	• School leaders consider and act on policy related to workplace health and safety, and student wellbeing. • The school leadership complies with requirements of the *Working With Children (Criminal Record Checking) Act 2004.* • The school is aware of the Child Safe Organisations WA guidelines and completes the self-assessment tool on a regular basis*.	• School leaders consider and act on policy related to workplace health and safety and student wellbeing. • The school leadership complies with requirements of the *Working With Children (Criminal Record Checking) Act 2004.* • The school is aware of the Child Safe Organisations WA guidelines and completes the self-assessment tool on a regular basis*.	• School leaders consider and act on policy related to workplace health and safety and student wellbeing. • The school leadership complies with requirements of the *Working With Children (Criminal Record Checking) Act 2004.* • The school is aware of the Child Safe Organisations WA guidelines and completes the self-assessment tool on a regular basis*. • Schools preparing students for ATAR course language examinations develop a relationship with a main/ mentor school and the School Curriculum and Standards Authority.

*Mandatory requirement to be introduced 2018/19.

Leadership and governance

Standard 6: Practise good governance

Outcomes	Preliminary	Competent to be accredited	Competent to teach ATAR courses
Meeting the Community Languages Program (CLP) eligibility requirements	• the school is incorporated and not for profit • the school has a constitution or charter • the school has a board or management committee • the school is open to students K–12 • the school holds classes out of school hours for a minimum of 1.5 hours per lesson over at least 35 weeks per year • the school has enrolled a minimum of 10 students • the school ensures at least two teachers and one administrator each attend at least two professional learning sessions each year • the language program is compatible with State and/or national curriculum • the school operates at least five kilometres from another CLS teaching the same language.	• the school is incorporated and not for profit • the school has a constitution or charter • the school has a board or management committee • the school is open to students K–12 • the school holds classes out of school hours for a minimum of 1.5 hours per lesson over at least 35 weeks per year • the school has enrolled a minimum of 10 students • the school ensures at least two teachers and one administrator each attend at least two professional learning sessions each year • the language program is compatible with State and/or national curriculum • the school operates at least five kilometres from another CLS teaching the same language.	• the school is incorporated and not for profit • the school has a constitution or charter • the school has a board or management committee • the school is open to students K–12 • the school holds classes out of school hours for a minimum of 1.5 hours per lesson over at least 35 weeks per year • the school has enrolled a minimum of 10 students • the school ensures at least two teachers and one administrator each attend at least two professional learning sessions each year • the language program is compatible with State and/or national curriculum • the school operates at least five kilometres from another CLS teaching the same language.

Leadership and governance

Standard 6: Practise good governance

Outcomes	Preliminary	Competent to be accredited	Competent to teach ATAR courses
Managing school operations	• School and community leaders are identified and processes are being developed to coordinate school staff and resources.	• School leaders make decisions and follow processes that make the best use of people, resources and time to support all aspects of the school's operation. • School leaders efficiently manage the school's finances. • School leaders manage the school's physical and human resources effectively to support learning and teaching.	• School leaders make decisions and follow processes that make the best use of people, resources and time to support all aspects of the school's operation. • School leaders efficiently manage the school's finances. • School leaders manage the school's physical and human resources effectively to support learning and teaching.
Welcoming to everyone	• The school is open to all students regardless of age, gender, religion or language background and experience. • School leaders provide opportunities for community members to join the board / management group.	• The school is open to all students regardless of age, gender, religion or language background and experience. • School leaders give community members the opportunity to join the board/management group.	• The school is open to all students regardless of age, gender, religion or language background and experience. • School leaders give community members the opportunity to join the board/management group.

Community links

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

Outcomes	Preliminary	Competent to be accredited	Competent to teach ATAR courses
Bringing the community into the school	• The families of students are actively involved in the school. • Parents and teachers meet regularly. • The school invites community members to special school events and to regular classes. • Community members are happy to participate in the school to enhance the linguistic and cultural richness of student learning. • Teachers and school leaders use several mechanisms to share information about curriculum and school activities to parents and the community.	• The families of students are actively involved in the school. • Parents and teachers meet regularly. • Community members are invited to special school events and to regular classes. • Community members regularly participate in the school to increase the linguistic and cultural richness of student learning. • Teachers invite community members to learn how to assist in classes. • Teachers and school leaders use a wide range of print and electronic media to share information about curriculum and school activities with parents and the community. • Teachers use the context of the local community (people, places and events) in learning activities for students.	• The families of students are actively involved in the school. • Parents and teachers meet regularly. • Community members are invited to special school events and to regular classes. • Community members regularly participate in the school to increase the linguistic and cultural richness of student learning, particularly in providing conversation practice for senior students. • Teachers and school leaders use a wide range of print and electronic media to share information about curriculum and school activities with parents and the community. • Teachers use the context of the local community (people, places and events) in learning activities for students.

Community links

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

Outcomes	Preliminary	Competent to be accredited	Competent to teach ATAR courses
Taking the school into the community	• Teachers and school leaders (with parental permission) use students' work in publicising the school within the community.	• Teachers and school leaders (with parental permission) use students' work in publicising the school within the community. • Teachers support students in developing language learning skills and strategies that they can use on their own, and that will enable them to use what they have learnt outside the classroom. • Teachers design tasks that involve students talking with, writing to and making audio and video clips for other speakers of the language. • Students' homework tasks include interactions with family and community speakers of the language. • Students communicate with speakers of the language in other schools, States and countries.	• Teachers and school leaders may (with parental permission) use students' work in publicising the school within the community. • Teachers support students in developing language learning skills and strategies that they can use on their own and that will enable them to use what they have learnt outside the classroom. • Teachers give students opportunities to use their community language outside the community language program for real and meaningful communication. • Teachers design tasks that encourage and assist senior students to contribute to and become young adult members of the community.

Community links

Standard 8: Encourage intercultural engagement with the wider Australian community

Outcomes	Preliminary	Competent to be accredited	Competent to teach ATAR courses
Linking language, culture and communities	• Students are encouraged to think about who they are and their languages and communities. • Major events and celebrations associated with the language community and Australia are acknowledged at school and in the community.	• Students learn how both languages work by comparing the community language with English. • Teachers assist students to identify similarities and differences in social practices between Australia and the language community/communities. • Students develop some ability to critique their community language and culture in relation to Australian English and Australian culture to develop their own intercultural awareness. • Major events and celebrations associated with the language community and Australia are acknowledged at school and in the community.	• Schools preparing students for ATAR course language examinations develop a close relationship with a main/mentor school and its community. • Students can talk and write about the similarities and differences between the language community and the Australian community. • Students critique their community language and culture in relation to Australian English and Australian culture to develop their own intercultural awareness. • Students use their own intercultural awareness to become advocates within the wider Australian community for their, and other community languages and for the acknowledgement and celebration of Australia's cultural and linguistic diversity.