



Dear Community Language School colleagues

It's wonderful to see so many schools compiling their portfolios as part of PIP and the registration process. This is a great opportunity for you to reflect on what you are doing in your school, and to show us what is happening with the learning and teaching of your language.

There are, however, a couple of things we want to remind you about:

- The evaluators **will not** base their judgement on the **quantity** of information you provide. Sending us all your textbooks, or all your syllabus documents, or all your lesson plans does not give us any information about the **quality** of the program. Evaluators need to know how your teachers use these documents in class, and what the kids can do as a result. You need to tell us what happens. What does teaching and learning look like, feel like, sound like?

For example, if you want to show us that teachers “plan interesting, and active tasks”, highlight the task in the lesson plan or as an extract from the textbook, and add an explanation of how it was used in class. You can then add a photo or short video clip that shows us the learning that happened.

- Similarly, just telling the evaluators that students are assessed is not enough. Evaluators need a number of examples of what is assessed, how it is assessed, and the feedback that is given to learners.

For example, some samples of student work (anonymous) can be included showing teacher comments about the work, and providing information about what the student needs to focus on in the future.

Remember, your school is not being evaluated on how big your portfolio is. It is being evaluated on how well learning and teaching happens. This needs to be explained, not in a huge amount of detail, but with enough information to enable the evaluator to know (not guess) what is happening.

We look forward to reading your portfolio.

PIP support team.

March 2019