

Implementing the Quality Assurance Framework to Improve the Student Learning Experience

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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.

WELCOME TO THE

**National Professional Learning Workshop
for the Quality Assurance Framework
September 2023**

In this workshop you will learn

- Background of the QAF
- How the QAF is structured
- Various ways you can use the QAF in your school

A little bit about me...




- **Born and raised** in the French city Montréal, province of Québec, Canada
- I learned **three languages** simultaneously: French, Arabic and English
- I am a **community languages child** and I didn't even know!
- **Frequented Language School** for most of my child years (ages 5 to 15)
- Did a Bachelor's of Science in Microbiology & Immunology and then pursued an MBA, graduated with honours
- I moved to Australia in 2010 and that's when I started to establish my family here so I live with my husband and 2 girls aged 2 and 12 🤖 📈
- **As a Business Coach**, I run successful online coaching programs for budding entrepreneurs who are building their businesses online
- **As a Project Coordinator**, I facilitate professional learning activities for community language schools
- I'm also **School Administrator** of Arabic Culture School since 2016 so I've learned a thing or two about running a community language school!
- I'm very much a **Methodical** so I love Frameworks and Systems and Processes because I think they make our lives easy.

Set You Up For Success


Community Languages Schools
Quality Assurance Framework

Implementation Guidelines for
Schools

(updated version 2008)



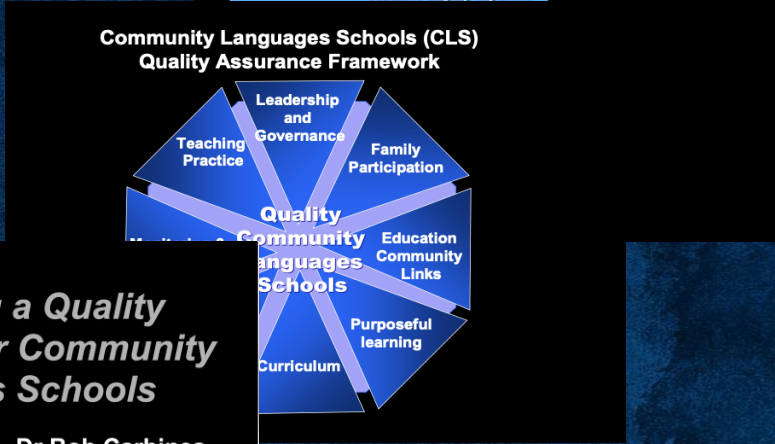
Where language and culture come together



Erebus International
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Gladesville NSW 2111

Key Indicator Dimensions	Sample Elements
Teaching Practice	<ul style="list-style-type: none"> Lessons are prepared in advance Teachers communicate student expectations Teachers collaborate and work as a team Teachers display expertise

Are these the right elements for a Community Languages School?

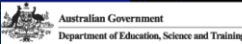



Developing a Quality Framework for Community Languages Schools

Dr Tim Wyatt Dr Bob Carbines

Erebus International

"This project was funded by the Australian Government through the Schools Languages Programme administered by the Department of Education, Science and Training."

What Has Happened Since 2008?

Why Have a Quality Assurance Framework?

Watch the promotional video

Be prepared to answer the following questions:

- What was the key message in the video about quality standards?
- How do these apply in the Community Languages sector?
- How do you currently ensure quality in your school?

The Quality Assurance Framework

What Has Happened Since 2008?

- We produced a video to help explain the QAF and why it's important for Community Language Schools
- We recorded over 10 testimonial videos from schools already using the QAF or thinking to use it AND a staff meeting simulation of a QAF meeting in action
- We developed an online QUIZ to help you understand how ready you are in relation to the QAF
- We worked with the Expert Instructors of the QAF to refine the training assets (presentation and resources). The look and feel of the assets were upleveled
- We developed BRAND NEW resources and training materials to support you better in adopting the QAF and implement it in your schools
- We conducted a series of 3 FACE-TO-FACE Workshops in Sydney, Melbourne and Perth in June 2023 and then 3 ONLINE Workshops in August 2023

Why Was The Framework Revised?

Why Was The Framework Revised?

- To simplify detail and terms
- To increase user-friendliness
- To focus on a practical tool that supports schools in enhancing their teaching and learning practice
- To provide opportunities to become better teachers of Community Languages

What Does The Revised Framework Provide?

1. A practical research based tool to assist schools to enhance teaching practice and student learning in CLA schools
2. Guidelines to support schools to identify their key focus for enhancing their practice
3. A systematic way to identify local professional development opportunities for CLA teachers and principals
4. A structured opportunity for CLA schools to check their own practice against current best practice in teaching Community Languages.

Your Resources

QUALITY ASSURANCE FRAMEWORK SUMMARY GUIDE

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


This comprehensive training on the Quality Assurance Framework has been designed to help you assess whether the various elements of quality being practiced in your school are ready to go.

Every reading you need to do BEFORE you attend the first of the two guides you will receive as a hard copy at the end of the training.

The Quality Assurance Framework has been reorganised into three Summary Guides which outline the key principles and how it can be employed to provide an overview of the state of effective community language schools.


This guide will be a more comprehensive guide that could be used by community members to conduct professional learning sessions.

This guide will be used to assess where your school is now and what you need to do to get it to the next level of success ahead of time so you can be successful at the next Learning Workshop.



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COMMUNITY LANGUAGE SCHOOLS QUALITY ASSURANCE FRAMEWORK - SUMMARY GUIDE -




QUALITY ASSURANCE FRAMEWORK REFERENCE GUIDE

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 in the community language sector in Australia.

This guide will be used to assess where your school is now and what you need to do to get it to the next level of success ahead of time so you can be successful at the next Learning Workshop.



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COMMUNITY LANGUAGE SCHOOLS QUALITY ASSURANCE FRAMEWORK - REFERENCE GUIDE -



QUALITY ASSURANCE FRAMEWORK SELF-AUDIT TOOL

The Framework Self-Audit Tool.

Element	Pointers	Rating Scale
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. Invite teachers to consider, discuss and share of ideas about the curriculum. Inform family language use. 	<input type="checkbox"/> We do this well.
1.2 The structure of the school's curriculum make provision for age appropriate and realistic and relevant student learning experiences.	<ul style="list-style-type: none"> Plan activities. Send material. Ensure that all get their own. Provide social that are well. 	<input type="checkbox"/> We do this well.

QUALITY ASSURANCE FRAMEWORK SELF-AUDIT TOOL

How To Use the Self-Audit Tool.

the elements from the Teaching Effectively Dimension.


Dimension 5: Teaching Effectively

Pointers	Evidence
after school activities	after school activities
an accurate and comprehensive list of individual student names.	Are regular report cards provided to parents? Or teachers keep records.
a regularly mark work completed by students in a range of peer and assessment activities.	Could students describe the levels of feedback they have been given by teachers?
students in a range of peer and assessment activities.	Can students describe how they can improve their learning?
students in a range of peer and assessment activities.	Do student work samples show evidence of teacher feedback?

is a evidence that these things are being NOT being done, then you can work needs to be done. The group then needs to discuss what if you then develop an Action Plan to formally record and follow up on this.

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



The Framework Documents Described

Three separate documents:

1. A **Summary Guide** that provides an overview of the eight Dimensions and related elements that make up the Framework.
2. A **Reference Guide** that provides the full detailed Framework, including Pointers that describe each Element in practice.
3. A **Self-Audit Tool** that provides a two-pointer scale rating and allows the user of the tool to assess areas of improvement and areas of mastery.

Where to access the resources:

www.communitylanguagesaustralia.org.au/quality-assurance/



What's New In The Revised Framework?

- Short and concise
- Less complex
- Less educational jargon and more easy-to-understand terms
- Reflects current evidence on teaching and learning
- Greater emphasis on use of technology and remote learning reflecting the recent COVID experience
- Less emphasis on use of the Framework for measurement and reporting
- Greater emphasis on **school improvement**

What Is The New Framework?

The Framework Explained

- The Framework describes the Dimensions of good practice in the operation of community language schools and the characteristics of each Dimension in practice.
- The titles of the Dimensions have been simplified to assist understanding (e.g. “Leadership and Governance” has been replaced by “Leading effectively and efficiently”)
- The new Framework was developed through consultation with CLS practitioners, reviews of similar Frameworks for mainstream schools and review of current evidence of good practice in teaching and learning, especially in languages education.
- Addressing the eight Dimensions can enhance the development of a “Quality Community Language School”

The 8 Dimensions

















**Quality
Community
Language
Schools**

**Teaching
effectively**

**Leading
effectively and
efficiently**

**Promoting
family
participation**

**Encouraging
community
partnerships**

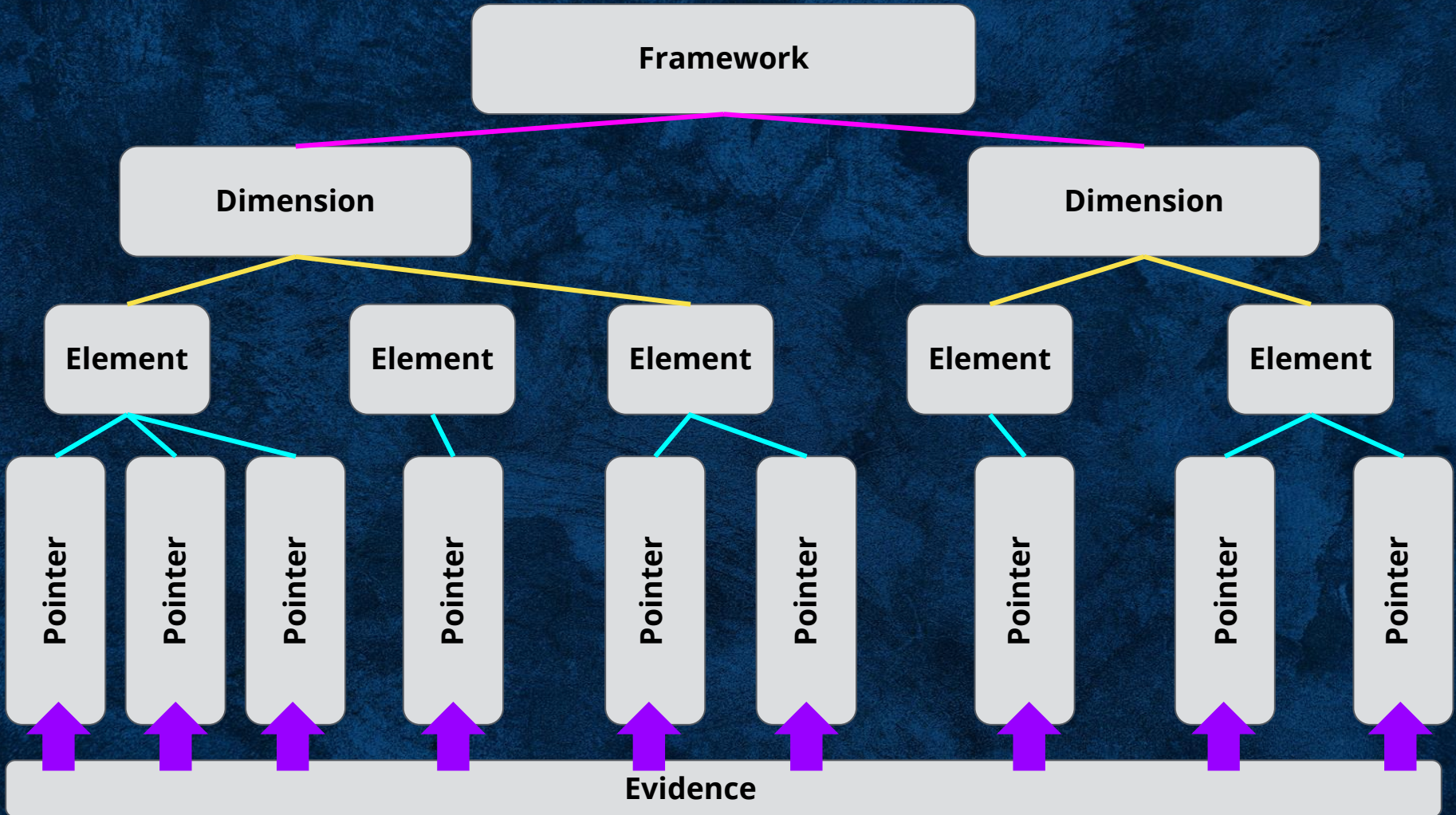
**Engaging
students in
purposeful
learning**

**Enhancing
curriculum
relevance**

**Ensuring
student
wellbeing**



Key Parts of the Framework



An Example...

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 leaning.	<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.

Activity

Turn to page 10 of the Summary Guide.
Read the descriptions of each Dimension.

- Which Dimension do you think your school is currently doing best in?
- Now turn to the relevant pages about the Elements that make up the Dimension (pages 12-19).
- Now that you have seen the relevant Elements, do you still think this is where you excel. How do you know ?

(Report back)

The Framework In Action

Why Use The Framework?

1. To understand more clearly the elements of best practice in community languages education
2. To make informed planning decisions for the school's strategic plan
3. To review the quality of teaching and learning in our school
4. To assist teachers and principals to communicate more easily with families about good practice in community languages education.

Let's see how some principals and teachers have used the Framework in their schools.

Major Benefits of Using the Framework

1. Communicate with families about how well teaching is happening in classrooms
2. Provide feedback to teachers about the success of your school's teaching and learning strategies
3. Identify specific areas for improvement in your school (e.g. use more open-ended questions, provide more immediate feedback to students)
4. Communicate with government and funding bodies about the quality of your teaching and learning program (accountability)

Let's see how some principals and teachers have benefited from the Framework in their schools.

Using the Framework

Practical Activity

Getting Started

1. **Preparing Your Teachers**
2. **Planning for Self-Audit**
3. **Identifying Focus Areas**
4. **Planning for Follow-Up Actions Based on Results**

1. Preparing Your Teachers

What might you do in your school to prepare teachers to use the Framework?

1. Preparing Your Teachers

What might you do in your school to prepare teachers to use the Framework?

Possible answers

- Give all staff a copy of the Framework
- Explain the contents of the Framework to teachers at a staff meeting
- Ensure that teachers understand the way the Framework operates to enhance teaching and learning

2. Planning for Self-Audit

- Introduce the Self-Audit Tool and how to use it
- How would you use the Self-Audit Tool in your school?

How would you use the Framework to identify the first focus area for your school?

The Framework Self-Audit Tool.

Dimension 1: Enhancing Curriculum Relevance		
Element	Pointers	Rating Scale
1.1 The school's curriculum is understood by teachers and families.	<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. 	<input type="checkbox"/> We do this well. <input type="checkbox"/> We need to work on this.
1.2 The structure of the school's curriculum makes provision for age appropriate and realistic and relevant student learning experiences.	<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). 	<input type="checkbox"/> We do this well. <input type="checkbox"/> We need to work on this.
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. 	<input type="checkbox"/> We do this well. <input type="checkbox"/> We need to work on this.
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. 	<input type="checkbox"/> We do this well. <input type="checkbox"/> We need to work on this.

Some Final Advice

What's Next?

TAKE THE QUIZ!

EXPIRES IN... EXPIRED

START QUIZ >

What's Your Community Language School Readiness Score?

Take This FREE 5-Minute Quiz To Find Out
"What's Your Community Language School
Readiness Score"

CLICK HERE TO CONTINUE >



Discover your how ready your community language school is to
benefit from the Quality Assurance Framework.

Your Quiz Results!

"L5 - Curious/Unaware"

Where Should We Send Your
Unique Community Languages School
Readiness Score?

[Continue](#)

* we will not spam, rent or sell your information.



[Get Your Free Results Report!](#)

[CLICK HERE TO CONTINUE >](#)

YOUR UNIQUE QUIZ RESULTS REPORT

Here's Your Community Language School
————— Readiness Score —————



"L1"



"L2"



"L3"



"L4"



"L5"

*See what these results
mean inside...*

How to Take The Quiz

www.quiz.communitylanguagesaustralia.org.au





CONGRATULATIONS

***You have completed an
introductory QAF Training!***