

DIMENSION: <u>TEACHING PRACTICE</u>			
Pointers	Elements	Evidence	Issues
<ul style="list-style-type: none"> a) lessons are prepared in advance b) lessons are flexible & communicative c) a range of appropriate resources are used d) a range of teaching/learning strategies are used *contemporary/current *politically/religiously neutral *use in appropriate level of complexity/age, ability appropriate *interesting *respects Australian context *complies with systemic syllabus requirements 	<ul style="list-style-type: none"> *Lessons are effective for students' learning 		<ul style="list-style-type: none"> *Political/Government rectification *Translation of final framework into community languages *Representative of each major language to be trained as a trainer *Minimising paperwork for classroom, for classroom teachers
<ul style="list-style-type: none"> a) reflect Board of Studies Syllabus outcomes b) assessment tasks/reports reflect reports c) teachers understand the outcomes they want the students to achieve 	<ul style="list-style-type: none"> *Teachers' work is student outcomes focused 	<ul style="list-style-type: none"> *a sample of teachers programs show the outcomes expected from each lesson *assessment tasks link directly to syllabus outcomes *teacher can discuss what outcomes they are working towards in their lessons 	<ul style="list-style-type: none"> *Parents & Teachers (in octagon)

Elements	Pointers	Evidence
*Effective lessons	*Lessons are prepared in advance *Curriculum/syllabus are followed *A variety of resources are used	*Assessment of outcomes *Programmes *Scope & Sequence / plans *Registers *Access to a variety of equipment and bank of resources
*Quality Communication	*Teachers communicate expectations to: Students, community, families, DET, CLSP, BOS	*Parent/teacher meetings *Surveys *Newsletters / memos
*Measurement of learning	*Reporting and assessment at beginning of & throughout the course	*Reports *Tests
*Teacher qualifications	*Teachers have high level skills in LOTE teaching & pedagogy *Teachers are regularly involved in professional development	*Certificates in PD *Regular teacher meetings *University degrees etc *Teacher profile forms
*Teacher commitment	*Teachers attend school regularly *Teachers attend meetings regularly	*Minutes of meetings
*Relevant language	*All skills are taught (reading, writing, listening, speaking, culture, viewing)	*Lesson plans, programs, scope & sequence
*Language is taught within cultural context	*Teachers teach appropriate language / behaviour for different situations	*Lesson plans *Up to date resources