



Aligning Standards //JAPANESE

Mapping AFMLTA
Standards to AITSL
Standards //2016



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//Foreword

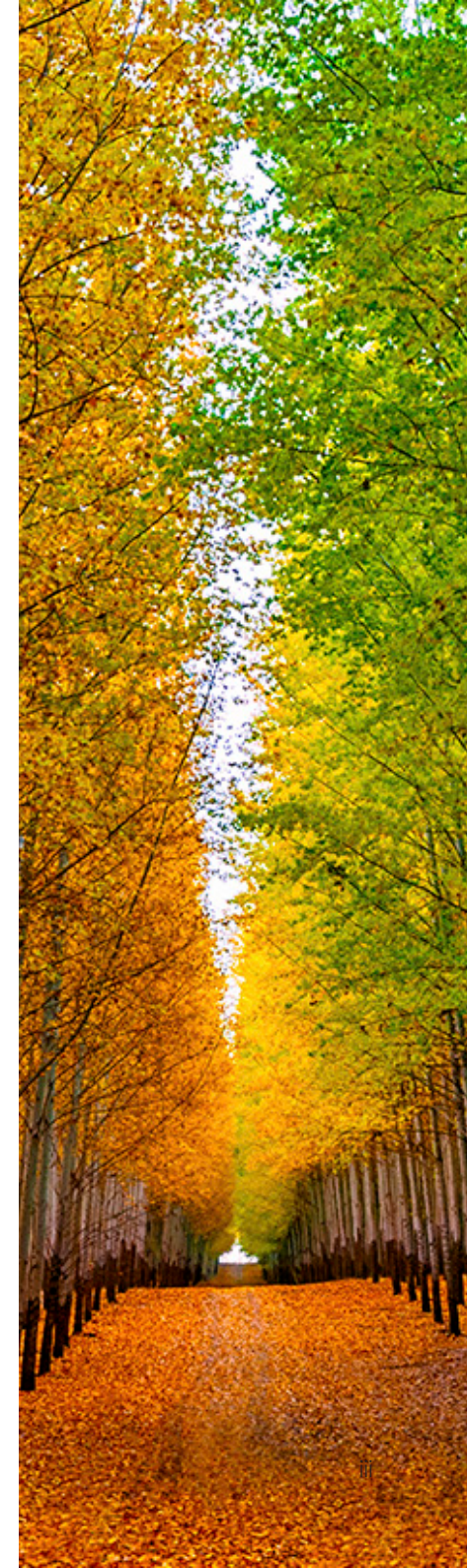
The following provides a mapping of the AFMLTA suite of professional standards documents: Professional Standards for Accomplished Teaching of Languages and Cultures [AFMLTA 2005], Lead Language Teacher Standards [AFMLTA 2012] and Japanese Annotation of Professional Standards for Accomplished Teaching of Languages and Cultures [AFMLTA 2008] onto the AITSL Australian Professional Standards for Teachers [AITSL 2012].

Teachers of languages, like all other teachers, are required to work with standards in relation to their professional practice. In 2005, the AFMLTA developed its Professional Standards for Accomplished Teaching of Languages and Cultures, as a set of 'aspirational' all-of-career goals. In 2012, it developed Lead Language Teacher Standards. In addition, the AFMLTA has annotations of its standards for teachers of specific languages, providing guidance relevant to teaching of the specific language, rather than generic advice applicable to all teachers of languages.

In 2012, the Australian Institute of Teaching and School Leadership (AITSL) introduced a set of national standards,

the Australian Professional Standards for Teachers, which guide the professional practice of teachers in all subject areas and year levels in Australian schools.

The following provides a mapping of the two sets of standards (AFMLTA and AITSL) against each other. Teachers of Japanese can use this mapping to evaluate their professional practice, in two different, but intersecting ways. That is, they can begin with the AITSL standards, and look across to the AFMLTA standards to determine how they are meeting the requirements of the AITSL standards, through recognition of their work in languages and cultures teaching; or they can begin with the AFMLTA standards, and





recognise alignment with the AITSL standards, for purposes of professional career mapping, performance appraisal, promotion, registration and re-registration, and in planning their professional learning needs.

It is important that languages teachers are familiar with, and are able to use and respond to both sets of standards. The AFMLTA's 'aspirational' standards provide examples of characteristics they should develop as languages and cultures teachers over the years of their teaching. They have been developed by languages teachers for languages teachers, and are specific to language teaching, rather than teaching in a general sense. They are intended to be read and used as a set of recommendations, guided by an overarching standard that states that accomplished languages and cultures teachers act ethically and reflectively; are continuously committed to learning, as teachers and life-long learners; and are involved not only in teaching languages and cultures, but in teaching learners to value and respect themselves and to respect and understand others. The language-specific annotations of the AFMLTA standards are designed to further exemplify professional practice in a particular language, and again as whole-of-career aspirations.

The AITSL standards are career-guiding, and reporting and accountability standards. Teachers are required to meet the levelled standards at various career stages, for registration purposes (graduate level), recognition of proficiency after a few years of teaching (proficient level), and for promotional purposes (highly accomplished and lead levels). Teachers at the various stages of their careers need to be able to demonstrate the full set of AITSL professional requirements for each of these career stages, and to be able to use the standards to determine, on their own and in consultation with their colleagues and managers, areas of professional need.

As the original purposes for development of these standards are different, the language of description used in them also differs, as does the detail of specific content. Interpretation and judgment in aligning the standards is therefore required.

What is provided here is a guide to aligning the standards. Teachers should feel confident to include additional points of connection that are appropriate for their particular professional contexts and to elaborate the standards to exemplify their work. The more familiar teachers are with both sets of standards, and in working across and between them, the more ably teachers will be able to describe their practice and to identify their ongoing professional learning needs, as individual teachers, and as collegial professional communities. They will also be able to explain their work to others, and how their work meets these recognised standards.

The mapping and alignment of the standards is arranged with the AITSL standards on the right hand side of the table. Each of the seven standards and their more detailed focus sub-points is listed in order, within the three domains of teaching: Professional Knowledge, Professional Practice and Professional Engagement. On the left-hand side are aligned AFMLTA standards, identified within the dimensions of Educational Theory and Practice; Language and Culture, Language Pedagogy, Ethics and Responsibility, Professional Relationships, Active Engagement With Wider Context, Advocacy and Personal Characteristics. The standards are matched with attention to correspondence between AFMLTA lead and AITSL lead descriptions, and AFMLTA accomplished and AITSL graduate, proficient and highly accomplished levels. Repetition of some elements of the AFMLTA standards indicates that elaborations are related to multiple AITSL descriptors.

// **know students**
& how they learn



AFMLTA STANDARDS // JAPANESE

Educational Theory and Practice

Accomplished languages and cultures teachers have knowledge of child/learner development appropriate to the level at which they teach and apply this knowledge in all aspects of their teaching.

They engage with current theories of education, general principles of teaching and learning, and classroom management. They keep up to date with developments in the field of education through professional learning and professional reading.

They engage with current theories and developments in education and from their engagement lead others to discover and apply this knowledge.

Language Pedagogy

They have at their disposal a range of methodologies for languages and cultures teaching and in their practice select from these in a principled way, taking into consideration the learners, the learning context, curriculum goals, and the aspect of language being taught.

These choices are made at both the overall level of planning and in classroom teaching.

Accomplished teachers of Japanese ...

- *construct and reflect on links between languages and cultures recognising that students are physically removed from the Japanese language and cultural context*
- *display sensitivity to appropriate registers for written and spoken language use (informal/formal) and exposure of students to a range of registers, at least to develop receptive abilities*

Active Engagement With Wider Context

Languages and cultures teaching is fundamentally about relationships to wider contexts and the ability to connect the local to the global.

They are aware of the impact of languages and cultures on the local and global context and on how people understand their place in the world.

They foster learners' active engagement with broader issues and prepare their students to become knowledgeable and responsible adult participants in the global community.

Language and Culture

Accomplished languages and cultures teachers are both users and teachers of linguistic and cultural knowledge.

AITSL STANDARDS

PROFESSIONAL PRACTICE

1. Know students and how they learn

1.1 Physical, social and intellectual development and characteristics of students

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.

1.2 Understand how students learn

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programs using research and collegial advice about how students learn.	Expand understanding of how students learn using research and workplace knowledge.	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.

AFMLTA STANDARDS // JAPANESE

They have knowledge of the languages and cultures they teach which enables them to participate readily in interactions in the language in and out of the classroom. In addition, they have a developed intercultural awareness and know how to communicate across languages and cultures.

- They are actively involved in maintaining and developing their knowledge of the language and culture they teach and seek out opportunities to use their knowledge and to keep up to date with how the language and culture are used in target language communities.
- They have explicit knowledge and a working understanding of the linguistic and cultural systems of the language and how these systems work in the social lives of people.
- They understand the relationship between language and culture and have an awareness of and understanding of the role of language and culture in human interaction, and identity.

They use this knowledge to enhance their teaching. Lead teachers of languages and cultures have a sustained practice of maintaining their knowledge of the language and culture they teach, of intercultural communication, and of general principles of language and culture and their interrelationship.

- **They maintain an active engagement with communities using the languages and cultures they speak through spoken, written and technologically mediated communication and lead others to do the same.**
- **They lead others to understand better the language and culture they teach**
- **They have a developed intercultural awareness, which they model for others in their interactions inside and outside school, and work to increase the intercultural awareness of others in the school and in the wider community.**

Accomplished teachers of Japanese know the language and culture of some pedagogically relevant topics for the age group they are teaching.

Language Pedagogy

- They use their knowledge of language and culture in order to promote learning in ways which are appropriate for learners in context and which cater for the diversity of abilities among their students, using authentic language and resources.
- They have at their disposal a range of methodologies for languages and cultures teaching and in their practice select from these in a principled way, taking into consideration the learners, the learning context, curriculum goals, and the aspect of language being taught. These choices are made at both the overall level of planning and in teaching in the classroom.

AITSL STANDARDS

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.	Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.	Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.

AFMLTA STANDARDS // JAPANESE

Lead teachers of languages and cultures...work with others in designing, implementing and evaluating languages programs and languages and cultures learning models, suitable to different contexts.

- They engage actively in supporting and developing languages and cultures programs suitable for the diversity of students in Australian Schools.
- They support others in identifying and selecting appropriate ways to foster students' achievements in learning languages and cultures.

Ethics and Responsibility

Accomplished languages and cultures teachers take responsibility for the teaching and learning relationship and for social and cultural relationships in their teaching.

- They have a developed knowledge of their current groups of students, and strategies at their disposal to get to know new groups.
- They establish trust between teacher and learners, which fosters an empathetic view of self and others.
- They know and reflect on their values and ideological positions and demonstrate respect for the different values of learners, communities and cultures.
- They seek to enable students to understand issues from multiple perspectives so that they can make their own choices and judgments.

Lead teachers of languages and cultures take responsibility for the teaching and learning relationship and for the social and cultural relationships in their teaching and lead others to understand and accept this responsibility.

- They model acceptance of multiple perspectives in teaching and learning and encourage others to adopt multiple perspectives in understanding issues so that they can make their own choices and judgments.

Accomplished teachers of Japanese have a commitment to:

- *explore the implications of Australia's geographical location in the Asian region and of its proximity to Japan*
- *deal with issues of race when introducing some students to an Asian culture*
- *managing conflicts which may occur in Australian classrooms where Japanese language and culture, particular stereotypes and controversial issues are presented through media and political discourse*
- *maximising opportunities for active engagement with Japan*

AITSL STANDARDS

1.5 Differentiate teaching to meet the specific needs of students across the range of abilities

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.

1.6 Strategies to support full participation of students with disability

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.	Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.	Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.

// **know the content**
& how to teach it

2

AFMLTA STANDARDS // JAPANESE

Language Pedagogy

Accomplished languages and cultures teachers use their knowledge of language and culture in order to promote learning in ways which are appropriate for learners in context and which cater for the diversity of abilities among their students, using authentic language and resources.

They have at their disposal a range of methodologies for languages and cultures teaching and in their practice select from these in a principled way, taking into consideration the learners, the learning context, curriculum goals, and the aspect of language being taught. These choices are made at both the overall level of planning and in teaching in the classroom.

Accomplished languages and cultures teachers have a view of curriculum in which planning, teaching, resourcing, assessing, evaluating and renewing are done coherently according to a principled approach to languages and cultures teaching. Accomplished teaching is reflected by an ability to explain the choices being made in planning and teaching.

Their approach to assessment examines understanding, learning, and performance, and uses assessment to foster learning as well as to evaluate learning. They know and use a range of assessment approaches and select assessment tasks that are appropriate to the purposes of the assessment and use the assessment for effective feedback and reporting.

Accomplished languages and cultures teachers are informed and critical users of technology in language teaching and use technology both to support learning and as a basis for learning to communicate using technologies.

Lead teachers of languages and cultures have a strong knowledge of contemporary theory, research and practice in language education, in areas including teaching, learning, curriculum, assessment, and evaluation and have a commitment to applying innovations in their own practice and sharing this with others.

Accomplished teachers of Japanese:

- *reflect the differences between written and spoken language in Japanese*
- *provide a balance between written and spoken language use*
- *model relevant strategies of learning and using Japanese (for example, acquiring and using kanji, introduce students to strategies for using both kanji dictionaries and romaji dictionaries)*

AITSL STANDARDS

PROFESSIONAL PRACTICE

2. Know the content and how to teach it

2.1 Content and teaching strategies of the teaching area

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.

2.2 Content selection and organisation

Graduate	Proficient	Highly Accomplished	Lead
Organise content into an effective learning and teaching sequence.	Organise content into coherent, well-sequenced learning and teaching programs.	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.

2.3 Curriculum, assessment and reporting

Graduate	Proficient	Highly Accomplished	Lead
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.

AFMLTA STANDARDS // JAPANESE

- display sensitivity to appropriate registers for written and spoken.
- Recognise what is missing in the ways textbooks present Japanese and provide material to enrich students exposure to and familiarity with a range of Japanese usages.

Language and Culture

Accomplished languages and cultures teachers understand the relationship between language and culture and have an awareness and understanding of the role of language and culture in human interaction and identity.

Accomplished teachers of Japanese have explicit knowledge of the linguistic system of Japanese and demonstrate this in their teaching, e.g.:

- principles of sentence structure (word order, particles, grammatical constructions, etc.)
- features and use of the verb system (stem, tense, plain and です/-ます forms, nominalisation, transitive and intransitive verbs, -ている)
- features of the adjective system: な-adjectives, い-adjectives
- principles of the kana writing systems (stroke order, formation, differences between hiragana and katakana)
- principles of the kanji writing system (stroke order, radicals, compounds, おんよみ くんよみ 音読み and 訓読み)
- features of the sound system (vowels, consonants, long and short sounds)
- commonly used honorifics: i.e. 尊敬語, 謙譲語
そんけいご けんじょうご
ぎせいご ぎたいご
- commonly used onomatopoeia: i.e. 擬声語, 擬態語

They have explicit knowledge of aspects of Japanese language use eg:

- differences between levels of formality and their significance for Japanese interpersonal relationships
- differences between colloquial and standard Japanese
べん
and between regional dialects (弁) and standard Japanese

AITSL STANDARDS

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

2.5 Literacy and numeracy strategies

Graduate	Proficient	Highly Accomplished	Lead
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.	Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.

2.6 Information and Communication Technology (ICT)

Graduate	Proficient	Highly Accomplished	Lead
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.

AFMLTA STANDARDS // JAPANESE

- *use of idioms and set phrases*
- *awareness of the significance and appropriate use of honorifics:*
 そんなけいご けんじょうご
 尊敬語, 謙譲語
- *structures of written texts: e.g. さくぶん 作文, diary, letter, e-mail*
- *structure of some spoken texts: e.g. phone calls, speeches*
- *differences between spoken and written language*

Educational Theory and Practice

- Accomplished languages and cultures teachers are aware of the culture of schooling in the contexts in which they teach. They actively engage with education policies, and curriculum frameworks. They are able to locate languages within a wider educational context, creating connections with other curriculum areas and with extracurricular activities.
- **Lead teachers of languages and cultures have demonstrated consistent and innovative practice over time. They seek to improve their practice and share their experience and knowledge with others to develop the profession as a whole.**
- **Lead teachers of languages work actively with others to create connections between curriculum areas and between teachers of different languages.**

Active Engagement With Wider Context

Lead teachers of languages model connections with a wider sphere of understanding of how languages and language learning relate to wider intellectual and global realities and support others in making these connections.

AITSL STANDARDS

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//plan for & implement
effective teaching & learning

3

AFMLTA STANDARDS // JAPANESE

Language Pedagogy

Accomplished languages and cultures teachers create a culture of learning in their classrooms which fosters interest in languages and cultures and encourages learners to accept responsibility for their own learning.

Personal Characteristics

- They connect and engage with their learners and inspire students and others.
- **Lead teachers of languages work with others to identify needs and opportunities for developing knowledge of teaching and learning practice and theory.**
- **They support others in identifying and selecting appropriate ways of teaching to foster students' achievements in learning languages and cultures.**
- **They support others in creating a culture of learning in their classrooms/schools that fosters an interest in and engagement with languages and cultures and encourage learners to accept responsibility for their own learning.**

Language Pedagogy

- Accomplished languages and cultures teachers use their knowledge of language and culture in order to promote learning in ways which are appropriate for learners in context and which cater for the diversity of abilities among their students, using authentic language and resources.
- They have at their disposal a range of methodologies for languages and cultures teaching and in their practice select from these in a principled way, taking into consideration the learners, the learning context, curriculum goals, and the aspect of language being taught. These choices are made at both the overall level of planning and in teaching in the classroom.
- **Lead teachers of languages work with others in designing, implementing and evaluating languages programs and languages and cultures learning models, suitable to different contexts.**

AITSL STANDARDS

PROFESSIONAL PRACTICE

3. Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals

Graduate	Proficient	Highly Accomplished	Lead
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Set explicit, challenging and achievable learning goals for all students.	Develop a culture of high expectations for all students by modelling and setting challenging learning goals	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education

3.2 Plan, structure and sequence learning programs

Graduate	Proficient	Highly Accomplished	Lead
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.

AFMLTA STANDARDS // JAPANESE

Language Pedagogy

Accomplished languages and cultures teachers have at their disposal a range of methodologies for languages and cultures teaching and in their practice select from these in a principled way, taking into consideration the learners, the learning context, curriculum goals, and the aspect of language being taught. These choices are made at both the overall level of planning and in teaching in the classroom.

Lead teachers of languages and cultures have a strong knowledge of contemporary theory, research and practice in language education, in areas including teaching, learning, curriculum, assessment, and evaluation and have a commitment to applying innovations in their own practice and sharing this with others

Accomplished Teachers of Japanese

- Construct and reflect on links between languages and cultures recognising that students are physically removed from the Japanese language and cultural context
- Reflect the differences between written and spoken language in Japanese
- Provide a balance between written and spoken language use
- Model relevant strategies of learning and using Japanese (for example, acquiring and using kanji)
- Display sensitivity to appropriate registers for written and spoken language use (informal/formal) and exposure of students to a range of registers, at least to develop receptive abilities
- Recognise what is missing in the ways textbooks present Japanese and provide material to enrich students' exposure to and familiarity with a range of Japanese usages.

Personal Characteristics

Accomplished languages and cultures teachers connect and engage with their learners and inspire students and others.

Language Pedagogy

Lead teachers of languages support others in creating a culture of learning in their classrooms/schools that fosters an interest in and engagement with languages and cultures and encourages learners to accept responsibility for their own learning.

AITSL STANDARDS

3.3 Use of teaching strategies

Graduate	Proficient	Highly Accomplished	Lead
Include a range of teaching strategies.	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking

3.4 Select and use resources

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.

AFMLTA STANDARDS // JAPANESE

Personal Characteristics

Accomplished languages and cultures teachers connect and engage with their learners and inspire students and others.

Language Pedagogy

Lead teachers of languages support others in creating a culture of learning in their classrooms/schools that fosters an interest in and engagement with languages and cultures and encourages learners to accept responsibility for their own learning.

Language Pedagogy

- Accomplished languages and cultures teachers have a view of curriculum in which planning, teaching, resourcing, assessing, evaluating and renewing are done coherently according to a principled approach to languages and cultures teaching. Accomplished teaching is reflected by an ability to explain the choices being made in planning and teaching.
- **Lead teachers of languages are committed to the creation of a culture of learning in their professional communities and support investigation and evaluation of their own practice and in that of others. They work with others in designing, implementing and evaluating languages programs and languages and cultures learning models, suitable to different contexts.**

Active Engagement With Wider Context

Languages and cultures teaching is fundamentally about relationships to wider contexts and the ability to connect the local to the global.

- Accomplished languages and cultures teachers have a developed intercultural awareness and know how to communicate across languages and cultures.
- They are advocates for languages both with and for students, schools and communities and engage with wider community to promote languages.

Language and Culture

- **Lead teachers of languages have a developed intercultural awareness, which they model for others in their interactions inside and outside school, and work to increase the intercultural awareness of others in the school and in the wider community.**
- **They lead others to understand better the language and culture they teach, and the role of language and culture in teaching and learning more generally.**

AITSL STANDARDS

3.5 Use effective classroom communication

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.

3.6 Evaluate and improve teaching programs

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.	Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.

3.7 Engage parents/carers in the educative process

Graduate	Proficient	Highly Accomplished	Lead
Describe a broad range of strategies for involving parents/carers in the educative process.	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.

//create and maintain
**supportive & safe
learning environments**



AFMLTA STANDARDS // JAPANESE

Ethics and Responsibility

- Accomplished languages and cultures teachers take responsibility for the teaching and learning relationship and for social and cultural relationships in their teaching.
- They have a developed knowledge of their current groups of students, and strategies at their disposal to get to know new groups each term.
- They establish trust between teacher and learners which fosters an empathetic view of self and others.

Language Pedagogy

They use their knowledge of language and culture in order to promote learning in ways which are appropriate for learners in context and which cater for the diversity of abilities among their students, using authentic language and resources.

Personal Characteristics

- They have a belief in their students as emerging bilinguals/multilinguals developing the knowledge and awareness they need to become effective intercultural communicators.
- **Lead teachers of languages engage actively in supporting and developing languages and cultures programs suitable for the diversity of students in Australian schools.**
- **They model connections with a wider sphere of understanding of how languages and language learning relate to wider intellectual and global realities and support others in making these connections.**

Advocacy

- Accomplished languages and cultures teachers are advocates for language learning, intercultural communication and intercultural sensitivity, linguistic and cultural diversity.
- They are advocates for languages both with and for students, schools and communities and engage with wider community to promote languages.

Educational Theory and Practice

Accomplished languages and cultures teachers engage with current theories of education, general principles of teaching and learning, and classroom management.

AITSL STANDARDS

PROFESSIONAL PRACTICE

4. Create and maintain supportive and safe learning environments

4.1 Support student participation

Graduate	Proficient	Highly Accomplished	Lead
Identify strategies to support inclusive student participation and engagement in classroom activities.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.

AFMLTA STANDARDS // JAPANESE

Ethics and Responsibility

Accomplished languages and cultures teachers seek to enable students to understand issues from multiple perspectives so that they can make their own choices and judgments.

Accomplished teachers of Japanese have a:

- *commitment to dealing with issues of race when introducing some students to an Asian culture.*
- *commitment to managing conflicts which may occur in Australian classrooms where Japanese language and culture, particular stereotypes and controversial issues are presented through media and political discourse.*

Advocacy

There may be particular areas in which advocacy is needed relating to the ways Australians react to political and social events in Japan.

AITSL STANDARDS

4.2 Manage classroom activities

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate the capacity to organise classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.

4.3 Manage challenging behaviour

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.

4.4 Maintain student safety

Graduate	Proficient	Highly Accomplished	Lead
Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Ensure students' wellbeing and safety within school and/or system, curriculum and legislative requirements.	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.	Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.

AFMLTA STANDARDS // JAPANESE

Language Pedagogy

Accomplished languages and cultures teachers are informed and critical users of technology in language teaching and use technology both to support learning and as a basis for learning to communicate using technologies.

AITSL STANDARDS

4.5 Use ICT safely, responsibly and ethically

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.

// assess, provide feedback &
report on student learning

5

AFMLTA STANDARDS // JAPANESE

Language Pedagogy

- They have a view of curriculum in which planning, teaching, resourcing, assessing, evaluating and renewing are done coherently according to a principled approach to languages and cultures teaching. Accomplished teaching is reflected by an ability to explain the choices being made in planning and teaching.
- Their approach to assessment examines understanding, learning, and performance, and uses assessment to foster learning as well as to evaluate learning. They know and use a range of assessment approaches and select assessment tasks which are appropriate to the purposes of the assessment and use the assessment for effective feedback and reporting.
- They have at their disposal a range of methodologies for languages and cultures teaching (including assessment) and in their practice select from these in a principled way, taking into consideration the learners, the learning context, curriculum goals, and the aspect of language being taught. These choices are made at both the overall level of planning and in teaching in the classroom.
- **They work with others in designing, implementing and evaluating languages programs and languages and cultures learning models, suitable to different contexts.**
- **They support others in creating a culture of learning in their classrooms/schools that fosters an interest in and engagement with languages and cultures and encourages learners to accept responsibility for their own learning.**
- **They support others in identifying and selecting appropriate ways of teaching (including assessment) to foster students' achievements in learning languages and cultures.**

Educational Theory and Practice

- They engage with current theories of education, general principles of teaching and learning, and classroom management. They keep up to date with developments in the field of education through professional learning and professional reading.
- **They engage with current theories and developments in education (including those related to assessment and reporting) and from their engagement lead others to discover and apply this knowledge.**
- **They actively lead others to develop their understanding of education policies and curriculum and assessment policy. They take a lead role in developing and implementing language and education policies in their own schools and the profession more broadly.**

AITSL STANDARDS

PROFESSIONAL PRACTICE

5. Assess, provide feedback and report on student learning

5.1 Assess student learning

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.

5.2 Provide feedback to students on their learning

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.

AFMLTA STANDARDS // JAPANESE

AITSL STANDARDS

5.3 Provide feedback to students on their learning

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	Organise assessment moderation activities that support consistent and comparable judgements of student learning.	Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.

5.4 Interpret student data

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.

5.5 Report on student achievement

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.

//engage in
professional learning

6

AFMLTA STANDARDS // JAPANESE

Accomplished Languages and Cultures Teaching (Overview)

- Being an accomplished teacher of languages and cultures...involves a continuous engagement with and commitment to learning, both as a teacher and as a life-long learner.
- **Being a lead teacher of languages and cultures...involves a continuous engagement with and commitment to learning, as a life-long learner, a teacher, a colleague, and a mentor. A lead teacher...has a reflective and theorised view of languages and cultures education and engages with current debates and developments.**

Educational Theory and Practice

- They engage with current theories of education, general principles of teaching and learning, and classroom management. They keep up to date with developments in the field of education through professional learning and professional reading.
- **They engage with current theories and developments in education and from their engagement lead others to discover and apply their knowledge.**
- **They actively lead others to develop their understanding of education policies... (and) take a lead role in developing and implementing ...policies in their own school and the profession more broadly.**

Language and Culture

- They are actively involved in maintaining and developing their knowledge of the language and culture they teach and seek out opportunities to use their knowledge and to keep up to date with how the language and culture are used in target language communities.
- **They lead others to understand better the language and culture they teach, and the role of language and culture in teaching more generally.**
- **(Lead teachers) work to increase intercultural awareness of others in the school and in the wider community.**

AITSL STANDARDS

PROFESSIONAL ENGAGEMENT

6. Engage in professional learning

6.1 Identify and plan professional learning needs

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.

6.2 Engage in professional learning and improve practice

Graduate	Proficient	Highly Accomplished	Lead
Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.

AFMLTA STANDARDS // JAPANESE

Language Pedagogy

- Accomplished teachers have a developed understanding of the language learning process. Their understanding comes from their formal and informal learning about teaching and learning and also from their own experiences of being a language learner and user, either of the language they teach or of another language.
- They have knowledge of current developments in language learning and teaching research and develop their knowledge further by engaging in professional learning, professional reading and/or research.
- They are informed and critical users of technology...
- **Lead teachers... have a strong knowledge of contemporary theory, research and practice... and have commitment to applying innovations in their own practice and share this understanding with others.**
- **They reflect on their own practice and share this with others.**
- **They are committed to the creation of a culture of learning in their professional communities and support investigation and evaluation of their own practice and that of others.**

AITSL STANDARDS

AFMLTA STANDARDS // JAPANESE

Professional Relationships

- Accomplished languages and cultures teachers are part of a professional educational community and they establish professional relationships with other languages and cultures teachers, with teachers in other disciplines, with students, with parents and with school communities.
- They contribute to the profession in a range of ways which work to develop a culture of professionalism. Professional relationships are manifested by links to and collaboration with other teachers in their schools and in the wider educational community and accomplished teachers actively network with other languages and cultures teachers informally and through professional associations.
- They actively participate in mentoring more junior teachers.
- They undertake leadership in language-related areas locally, regionally, nationally or internationally.
- **Lead teachers use their knowledge and insights to engage with the profession of teaching both in and out of schools, support the professional learning of colleagues and to work towards improving languages education as a field.**
- **Lead teachers... provide leadership in professional communities through informal and formal relationships in their schools, their profession and the wider community.**
- **They work to establish professional relationships which benefit the quality and appreciation of teaching and learning of languages.**
- **They actively participate in establishing and working within mentoring relationships and establish pathways to support early career and pre-service ...teachers.**
- **They seek leadership positions in representing languages teachers and language learning locally, regionally, nationally and internationally.**

Language Pedagogy

- They communicate to others developments in educational research and practice and support others in applying this knowledge through professional learning.
- They are committed to the creation of a culture of learning in their professional communities and support investigation and evaluation of their own practice and that of others.

AITSL STANDARDS

6.3 Engage with colleagues and improve practice

Graduate	Proficient	Highly Accomplished	Lead
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.

6.4 Apply professional learning and improve student learning

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Undertake professional learning programs designed to address identified student learning needs.	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

AFMLTA STANDARDS // JAPANESE

Active Engagement With Wider Context

- Languages and cultures teaching is fundamentally about relationships to wider contexts and the ability to connect the local to the global.
- Accomplished languages and cultures teachers actively engage with the social, political, economic, and technological climate of the times.
- They are able to connect with a wider sphere of understanding of how languages and language learning relate to wider global realities.
- They are aware of the impact of languages and cultures on the local and global context and on how people understand their place in the world.
- **Lead teachers...actively engage with the...climate of the times and lead others to similar engagement.**
- **They model connections with a wider sphere of understanding of how languages and language learning relate to wider intellectual and global realities and support others in making these connections.**
- **They lead others to an awareness of the impact of languages and cultures on local and global contexts and on how people understand their place in the world, as culturally situated users of languages.**

Advocacy

- Accomplished languages and cultures teachers are advocates for language learning, intercultural communication and intercultural sensitivity, linguistic and cultural diversity.
- They are advocates for languages both with and for students, schools and communities and engage with wider community to promote languages.

Lead teachers... initiate and foster action to advocate for language learning, intercultural communication and intercultural sensitivity, and for linguistic and cultural diversity.

AITSL STANDARDS

AFMLTA STANDARDS // JAPANESE

Personal Characteristics

- They have a commitment to their own continuing professional and personal learning.
- They adopt a critical stance on their own work and to themselves as mediators of languages and cultures, which they demonstrate through reflection, questioning, inquiry and/or research into their practices, values and beliefs.
- **They have a commitment to the continued development of the profession as a whole.**
- **They connect and engage with learners and colleagues and inspire students, colleagues and others.**
- **They adopt a critical stance on their own work and to themselves as mediators of languages and cultures, and through commitment to the professional learning of others.**

Ethics and Responsibility

- They know and reflect on their own values and ideological positions.
- **They model ethical behaviour in their teaching practice and in their engagement with their professional communities.**

AITSL STANDARDS

// **engage professionally**
with colleagues, parents/
carers & the community

7

AFMLTA STANDARDS // JAPANESE

Professional Relationships

- Accomplished languages and cultures teachers are part of a professional educational community and they establish professional relationships with other languages and cultures teachers, with teachers in other disciplines, with students, with parents and with school communities.
- They contribute to the profession in a range of ways which work to develop a culture of professionalism.
- Professional relationships are manifested by links to and collaboration with other teachers in their schools and in the wider educational community and accomplished teachers actively network with other languages and cultures teachers informally and through professional associations.
- They undertake leadership in language-related areas locally, regionally, nationally or internationally.

Lead teachers...

- **provide leadership in their professional communities through informal and formal relationships in their schools, their profession and the wider community.**
- **They work to establish professional relationships which benefit the quality and appreciation of the teaching and learning of languages.**
- **They seek leadership positions in representing languages teachers and language learning locally, regionally, nationally and internationally.**

Active Engagement With Wider Context

- Languages and cultures teaching is fundamentally about relationships to wider contexts and the ability to connect the local to the global.
- Accomplished languages and cultures teachers actively engage with the social, political, economic, and technological climate of the times.
- They are able to connect with a wider sphere of understanding of how languages and language learning relate to wider global realities.
- They are aware of the impact of languages and cultures on the local and global context and on how people understand their place in the world.
- **They lead others to a similar engagement.**

AITSL STANDARDS

PROFESSIONAL PRACTICE

7. Engage professionally with colleagues, parents/carers and the community

7.1 Meet professional ethics and responsibilities

Graduate	Proficient	Highly Accomplished	Lead
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Meet codes of ethics and conduct established by regulatory authorities, systems and schools.	Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.

7.2 Comply with legislative, administrative and organisational requirements

Graduate	Proficient	Highly Accomplished	Lead
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.

7.3 Engage with the parents/carers

Graduate	Proficient	Highly Accomplished	Lead
Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.	Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.	Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.

AFMLTA STANDARDS // JAPANESE

Advocacy

- Accomplished languages and cultures teachers are advocates for language learning, intercultural communication and intercultural sensitivity, linguistic and cultural diversity.
- They are advocates for languages both with and for students, schools and communities and engage with wider community to promote languages.

Lead teachers...

- **initiate and foster action to advocate for language learning, intercultural communication and sensitivity, and linguistic and cultural diversity.**
- **They are conversant with current national and international literature on languages advocacy strategies and practices... (and) ensure advocacy for languages both with and for students, teachers, schools and communities and work with the wider community to promote languages and language learning.**
- **They actively seek to represent language learning and teaching in local, regional, national... and international forums.**

Ethics and Responsibility

- Being an accomplished teacher of languages and cultures means being a person who knows, uses and teaches language and culture in an ethical and reflective way.
- Accomplished languages and cultures teachers take responsibility for the teaching and learning relationship and for social and cultural relationships in their teaching.
- They know and reflect on their own values and ideological positions and demonstrate respect for the different values of learners, communities and cultures.
- **Lead teachers...model ethical behaviour in their teaching practice and in their engagement with their professional communities (in and out of schools).**

AITSL STANDARDS

7.4 Engage with professional teaching networks and broader communities

Graduate	Proficient	Highly Accomplished	Lead
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Participate in professional and community networks and forums to broaden knowledge and improve practice.	Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.

AFMLTA STANDARDS // JAPANESE

Language and Culture

- Accomplished languages and cultures teachers... have knowledge of the language(s) and culture(s) they teach which enables them to participate readily in interactions in the language in and out of the classroom. In addition, they have a developed intercultural awareness and know how to communicate across languages and cultures.
- They are actively involved in maintaining and developing their knowledge of the language and culture they teach and seek out opportunities to use their knowledge and to keep up to date with how the language and culture are used in target language communities.
- They have explicit knowledge and a working understanding of the linguistic and cultural systems of the language and how these systems work in the social lives of people.
- They understand the relationship between language and culture and have an awareness and understanding of the role of language and culture in human interaction and identity.
- **Lead teachers of languages and cultures... maintain an active engagement with communities using the languages and they speak through spoken, written and technologically mediated communication and lead others to do the same.**
- **They lead others to understand better... the role of language and culture in teaching and learning.**
- **They have a developed intercultural awareness, which they model for others in interactions inside and outside school, and work to increase the intercultural awareness of others... in the wider community.**

Personal Characteristics

- They adopt a critical stance on their own work and to themselves as mediators of languages and cultures, which they demonstrate through reflection, questioning, inquiry and/or research into their practices, values and beliefs.
- **They have a commitment to the continued development of the profession as a whole.**
- **They connect and engage with learners and colleagues and inspire students, colleagues and others.**
- **They adopt a critical stance on their own work and to themselves as mediators of languages and cultures, and through commitment to the professional learning of others.**

AITSL STANDARDS



AFMLTA PROGRAM STANDARDS

Effective languages and cultures programs are actively valued within the school culture. Languages and cultures teaching and learning are valued explicitly in schools' statements and implicitly in the schools' planning, timetabling and resourcing for languages.

Schools actively acknowledge and foster connections between languages and other curriculum areas. Effective languages and cultures programs focus on progression in language learning both during the year and across years.

They acknowledge learners' movement through the program and ensure that prior knowledge is maintained and developed. They recognise that language learning is a life-long process and needs sustained learning during schooling.

Effective languages and cultures programs have timetabling for languages and cultures which allocates adequate time to languages to enable effective and sustained language learning, recognising that achievement in language learning is dependent on time on task.

Effective timetabling also gives attention to the frequency and regularity of language lessons.

Effective languages and cultures programs are adequately staffed to ensure that language learning can be allocated adequate curriculum time and language class sizes can be limited.

Ideally there should more than one teacher of a language in a school. Staffing models using itinerant teachers have a direct impact on program quality as they prevent teachers from forming effective professional relations with students, other teachers and the wider school community, and prevent teachers from teaching effectively.

Effective languages and cultures programs are characterised by the allocation of dedicated space which is suitable for languages and cultures teaching and learning.

Effective languages and cultures programs have budgets which ensure appropriate access to resources for languages and cultures teaching and learning, including print-based and multimedia materials, reference books such as dictionaries, information technology and library resources.

Effective languages and cultures programs recognise the practical and performance-based nature of language

learning and the need for class sizes which are appropriate for facilitating language learning as a practical and intensive form of learning.

The creation of language class groups should also take into consideration the learning histories of students, their previous experiences of language learning and their background.

Effective languages and cultures programs recognise that students transferring between schools and schooling systems arrive with differing levels of knowledge of and exposure to the languages and cultures taught in the school and have strategies to facilitate transitions and enhance learning.

Source: Professional Standards for Accomplished Teaching of Languages and Cultures (AFMLTA, 2005)

<http://pspl.afmlta.asn.au/doclib/Professional-Standards-for-Accomplished-Teaching-of-Languages-and-Cultures.pdf>



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