

TEACHERS AS CO-LEARNERS

Catholic Education | Languages

Oral languages (Italian, French, Indonesian)

TCL Language Assistant Guide: recruitment & logistics

This guide is for principals and leadership teams seeking information about recruitment, logistics (i.e. setting up a timetable) and specifics of the Language Assistant role (oral languages). There is a separate [Language Assistant position description \(oral languages\)](#) that can be used when advertising the role.

Salary and time fraction

TCL Language Assistant

A TCL Language Assistant is a proficient user of the language who can support classroom teachers and students to learn the target language and about its culture. See the [position description \(oral languages\)](#) for key responsibilities.

Salary

It is strongly recommended that Language Assistants are employed under the 'Education Support Employee' classification in the *Catholic Education Multi-Enterprise Agreement 2022* ([CEMEA 2022](#)).

The principal will determine the tier and/or time fraction, however, CECV recommends the use of tiers for payment of Language Assistants according to their experience and prior knowledge, as outlined below. Note, the Tier 2 hybrid model undertaken in rural and regional areas is different from the Tier 2 standard model, as explained below.

For further information, schools should refer to the Multi-Enterprise Agreement or check with their Human Resources adviser where applicable. Human Resources can provide further advice about amendments to legislation regarding fixed-term roles.

Tier 1 (Level 2-1, Category B)	Tier 2 (Level 2-4, Category B)
Skills/training required: The applicant: • must have a Working with Children Check and adhere to all Child Safety processes and policies of the school	Skills/training required: The applicant: • must have a Working with Children Check and adhere to all Child Safety processes and policies of the school

• must be proficient in the language and have cultural knowledge of TCL language being taught.	• must be proficient in the language and have cultural knowledge of TCL language being taught • has a formal training background in education and/or languages i.e. Linguistics, Diploma or Certificate IV in Language X.
	Tier 2: Hybrid online/face to face model Due to the complexities of the hybrid TCL Language Assistant role, it is recommended attracting a Tier 2 candidate, and paying all Language Assistants working in the hybrid model under a Tier 2 structure, irrespective of the candidate's formal training background. This is due to the hybrid model being undertaken only in rural or regional areas which requires providing both weekly online support and face to face school visits twice per term. In this role, a Language Assistant is expected to undertake the tasks as listed above in the Tier 2 categories (see "key responsibilities" table listed below).

Time fraction

The time allocation for the Language Assistant is dependent on the size of the school. CECV recommends that:

It is recommended that:

- each class is visited by the TCL Language Assistant one - five times per week (once a week at a minimum and up to five times per week depending on the school context)
- TCL Language Assistants are provided with 60 minutes per week for preparation (outside of student contact time) to ensure they have sufficient time to:
 - review the upcoming unit content and activities in the Weekly Language Sequence to assist teachers with TCL delivery
 - communicate with classroom teachers about language or assessment
 - meet with the Language Leader/or principal (where applicable)
- an additional 30 minutes per week of planning time can also be considered within larger schools (20+ classes) to allow the Language Assistant time to have discussions with all classroom teachers
- in smaller schools, it is recommended that the Language Assistant time is provided with at least 45 minutes per week to review the required content to assist teachers with TCL delivery

- participation in compulsory TCL professional learning sessions and should be built into the Language Assistant's time allocation each term (for both online and face to face delivery).

Small schools in rural and regional areas

Small schools in rural and regional areas can seek opportunities to share the support of the Language Assistant in a unique hybrid model. This requires the Language Assistant to provide both online weekly support and face to face school visits twice per term.

Please refer to the table below. Further timetable examples are provided on page 5.

Schools with a hybrid model (online + face to face Language Assistant support)			
School A and School B	Year level	Time with Language Assistant	Frequency
	Foundation and Year 1	20 minutes	Every week
	Years 2 and 3	20 minutes	Every week
	Years 4, 5 and 6	20 minutes	Every week
LA covers upcoming language with staff or discusses weekly plan to support teachers to deliver TCL or works with the Language Leader		30 minutes *to be confirmed by each school, depending on the structure in place	Every week
		90 minutes total per school	

Recruitment

How do I find a TCL Language Assistant?

When implementing recruitment strategies:

- consider social media teaching groups, single-language teacher associations, etc.
- advertise the position on SEEK, *The Age*, the local paper, your diocesan newsletter, etc.
- consider your school community, e.g. staff and parents' skills
- contact the Languages Education Officer in your diocese.

Is there an example advertisement I can use for recruitment?

This [example](#) can be modified as required for the language, school and working hours.

The role of a TCL Language Assistant

Understanding the role - what is a Language Assistant expected to do?

The Language Assistant **supports** classroom teachers to deliver the TCL program by modelling language, providing pronunciation guidance and feedback, cultural expertise, and helping to prepare for the delivery of TCL activities using the TCL website. Classroom teachers take leadership in the delivery of TCL language programs, as Victorian Institute of Teaching (VIT) qualified and registered educators.

Although a Language Assistant has high language proficiency, they must not take responsibility for the program or for delivering the language sessions by themselves. The Language Assistant's role is to **support** the delivery of the language program, not to deliver the program.

What shouldn't be expected of a TCL Language Assistant?

A TCL Language Assistant should not:

- teach full TCL lessons by themselves
- write curriculum and plan documents
- write the teaching adjustments for students
- design assessments
- design curriculum units
- report on students' work.

What are the key responsibilities of a Language Assistant?

It is recommended that a tiered system is used to employ the Language Assistant, as determined by the principal. The Language Assistant's key responsibilities and differences between Tier 1 and Tier 2 are outlined in the table below.

Ongoing responsibilities as Tier 1 TCL Language Assistant	Ongoing responsibilities as Tier 2 TCL Language Assistant
Duties: In the classroom • Support the delivery of TCL sessions according to TCL timetable • Model correct language use, and help to support correct pronunciation and accuracy • Provide feedback to students and teachers on language accuracy during class • Support classroom teachers to undertake end-cycle assessments • Support in-class learning experiences, such as working with small groups of	Duties: In the classroom • Support the delivery of TCL sessions according to TCL timetable • Model correct language use, and help to support correct pronunciation and accuracy • Provide feedback to students and teachers on language accuracy during class • Support classroom teachers to undertake end-cycle assessments • Support in-class learning experiences, such as working with small groups of

students • Contribute to cultural understanding Supporting staff • Work with individuals or groups of teachers to practise new vocabulary or language structures and retrieve prior language for ongoing maintenance Whole school implementation • Ongoing check-ins with the Language Leader.	students • Contribute to cultural understanding • Support creative output of language by teachers and students Supporting staff • Work with individuals or groups of teachers to practise new vocabulary or language structures and retrieve prior language for ongoing maintenance <tr> <td colspan="2" data-bbox="790 629 1437 689">Tier 2</td></tr> <tr> <td colspan="2" data-bbox="790 689 1437 1088"> Whole school implementation • Engage in regular discussions with the Language Leader to monitor TCL delivery progress • Liaise with Language Leader to co-present teacher training • Liaise with Language Leader to identify opportunities to champion incidental TCL language use at school </td></tr> <tr> <td colspan="2" data-bbox="790 1088 1437 1149">Tier 2: Hybrid online/face to face model</td></tr> <tr> <td colspan="2" data-bbox="790 1149 1437 1827"> Due to the complexities of the hybrid TCL Language Assistant role, CECV recommends attracting a Tier 2 candidate, and paying all Language Assistants working in the hybrid model under a Tier 2 structure, irrespective of the candidate's formal training background. This is due to the hybrid model being undertaken only in rural or regional areas which requires providing both weekly online support and face to face school visits twice per term. In this role, a Language Assistant is expected to undertake the tasks as listed above in the Tier 2 categories. </td></tr>	Tier 2		Whole school implementation • Engage in regular discussions with the Language Leader to monitor TCL delivery progress • Liaise with Language Leader to co-present teacher training • Liaise with Language Leader to identify opportunities to champion incidental TCL language use at school		Tier 2: Hybrid online/face to face model		Due to the complexities of the hybrid TCL Language Assistant role, CECV recommends attracting a Tier 2 candidate, and paying all Language Assistants working in the hybrid model under a Tier 2 structure, irrespective of the candidate's formal training background. This is due to the hybrid model being undertaken only in rural or regional areas which requires providing both weekly online support and face to face school visits twice per term. In this role, a Language Assistant is expected to undertake the tasks as listed above in the Tier 2 categories.	
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TCL logistics

Language Assistant example schedule for the year

WEEKLY			F'NIGHT / MONTHLY
Whole school staff meetings	Communication with Language Leader and teachers	Classroom delivery	Language Leader Meeting
Email/Face to face Prior to after-school staff meeting, liaise with Language Leader to confirm TCL unit of work and language to be covered in each band by classroom teachers	Email/F2F Discuss weekly plan to support classroom teachers to deliver activities from provided teaching sequence	F2F In-class support of TCL session delivery timetabled for every class in school (1 - 5 times per week)	Email/F2F Liaise with Language Leader to provide update on TCL delivery and student / teacher progress

Example timetables

The Language Assistant's timetable will look different in each school. The two examples below demonstrate how the time could be planned to ensure every class in the school has contact with the Language Assistant at least once per week.

Example 1 (two visits per week to each class)

In this example, the Language Assistant is at the school four days per week and visits each classroom teacher twice per week, allowing 15 minutes per class with five minutes to move between classes. This also provides 60 minutes weekly planning time for the Language Assistant in one block.

Note, recess and lunch are not included in the total number of hours outlined below.

Total classes: 13 Total weekly hours: 8 hours (contact time with classes) + 1 hour planning time = 9 hours					
Year level	Monday	Thursday	Year level	Tuesday	Friday
LA planning	10.30 - 11.30		Year 5/6 C	10.00 - 10.15	10.00 - 10.15
Year 1/2 S	11.35 - 11.50	11.35 - 11.50	RECESS		
Year 1/2 T	11.55 - 12.10	11.55 - 12.10	Year 5/6 B	10.40 - 10.55	10.40 - 10.55
Year 1/2 M	12.15 - 12.30	12.15 - 12.30	Foundation A	11.00- 11.15	11.00- 11.15
Year 3/4 S	12.35 - 12.50	12.35 - 12.50	Foundation J	11.20 - 11.35	11.20 - 11.35
LUNCH			Foundation B	11.40 - 11.55	11.40 - 11.55

Year 3/4 L	1.30 - 1.45	1.30 - 1.45	
Year 3/4 N	1.50 - 2.05	1.50 - 2.05	
Year 3/4 P	2.10 - 2.25	2.10 - 2.25	
Year 5/6 A	2.30 - 2.45	2.30 - 2.45	

Example 2 (TCL sessions included in literacy block on rotation)

In this example, the Language Assistant is at the school two days per week from 9am - 2pm and visits each classroom teacher twice per week.

This example illustrates the inclusion of TCL during the literacy block which rotates between Monday and Thursday. It includes transition time for moving between classes. The Language Assistant's planning time is split into 2 x 30 minute blocks.

Note, recess and lunch are not included in the total number of hours outlined below.

Total classes: 12 Total weekly hours: 6 hours (contact time with classes) + 1 hour (planning time) = 7 hours			
Monday	Class	Thursday	Class
9.00 - 9.20	Foundation A	9.00 - 9.20	Year 6A
9.20 - 9.40	Foundation B	9.20 - 9.40	Year 6B
9.40 - 10.00	Year 1J	9.40 - 10.00	Year 5C
10.00 - 10.20	Year 2M	10.00 - 10.20	Year 5D
10.20 - 10.40	Year 3N	10.20 - 10.40	Year 4E
10.40 - 11.00	Year 3K	10.40 - 11.00	Year 4F
	RECESS		RECESS
11.30 - 12.00	LA planning	11.30 - 12.00	LA planning
12.00 - 12.20	Year 4E	12.00 - 12.20	Year 3N
12.20 - 12.40	Year 4F	12.20 - 12.40	Year 3K
12.40 - 1.00	Year 5C	12.40 - 1.00	Year 1J
1.00 - 1.20	Year 5D	1.00 - 1.20	Year 2M
	LUNCH		LUNCH
2.00 - 2.20	Year 6A	2.00 - 2.20	Foundation A
2.20 - 2.40	Year 6B	2.20 - 2.40	Foundation B

Working in different contexts

How can the role look different depending on school size and context?

The role of the TCL Language Assistant can look very different depending on the size and context of the school. The TCL Language Assistant's role could be a combination of the example scenarios below, which could also change based on needs and context.

All the scenarios listed below are examples and the teacher should always direct the Language Assistant.

	Language Assistant support	Activity example
Scenario 1	Language Assistant supports classroom teachers to prepare for delivery of lesson	Language Assistant reviews upcoming unit content and checks in with classroom teachers prior to the lesson to answer any questions about pronunciation, grammatical features or cultural elements.
Scenario 2	Language Assistant supports students in classroom with speaking and pronunciation	Language Assistant models shared reading-aloud activity; suggests tweaks for pronunciation; and provides feedback on the spot to further enhance student language production.
Scenario 3	Language Assistant supports classroom teachers to deliver lesson	Language Assistant listens to the lesson, answers language questions, suggests grammar or pronunciation tweaks; and works with the teachers to model activities and games, etc.
Scenario 4	Language Assistant works with students in a small group/small groups in the classroom	Under teacher guidance, the Language Assistant works with small groups of students to consolidate or extend language, prepare for assessments, and practise retrieval and fluency development.

Language Assistant Case Studies

Tier 1 example

Alessandra is employed as an Italian TCL Language Assistant to support School X's TCL program three days per week at a Tier 1 level. She visits each classroom twice per week. Alessandra speaks Italian with her family at home.

Alessandra spent her 60 minute planning time reviewing the upcoming Unit 1C content and briefly meeting with the Language Leader. She has spoken with the classroom teachers about the upcoming Unit 1C and answered any questions they had about grammar, pronunciation or cultural elements.

Alessandra supports students in the classroom with their learning of new language during the 'Must-Do' days in the Weekly Language Sequence (WLS), reinforcing correct pronunciation and supporting the teacher to deliver the activities.

During the 'Pick and Mix' activities, Alessandra seeks direction from the classroom teacher about how to best support the students and meet them at their point of need. This might look like working with small groups of students who need extra support or extension or assist with whole class activities.

She also works with students to help them prepare for any Mid-Cycle Progress Checks and helps teachers to assess End-Cycle Assessments throughout the year.

Tier 2 example

John is employed as an Indonesian TCL Language Assistant at a Tier 2 level to support School Y's Indonesian TCL program two days per week face to face. He is a native Indonesian speaker, and acts as a language advocate for staff and students in the school. He has studied linguistics at university in his home country.

Every week, during his planning time, John supports the Language Leader and provides guidance on how to best teach staff upcoming new language during the after-school staff meeting. John also works closely with classroom teachers to support their delivery of the upcoming units.

During a TCL session, the classroom teacher does explicit instruction of the sentence builder, using John's pronunciation or recorded audio support. John supports the teacher by running small group activities listed in the Weekly Language Sequence with students to check their accuracy.

John promotes Indonesian cultural awareness in the school and language use outside the classroom. He also works with students to help them prepare for any Mid-Cycle Progress Checks and helps teachers to assess End-Cycle Assessments throughout the year.

Tier 2 - Hybrid role delivery example (online + face to face)

Clara is a French TCL language assistant who supports School Z, which is a small school located in a regional location. She works online with the school for 1.5 hours per week and receives 45 minutes of planning per week (due to the small school context).

Clara connects online with each class and works either with the whole class or with a small group of students to practise the target language as directed by the teacher. She also provides a 20 minute session at the after-school staff meeting to clarify pronunciation and guide the teachers.

Clara also works with students to help them prepare for the Mid-Cycle Progress Checks and helps teachers to assess any End-Cycle Assessments.

Clara visits the school twice per term to engage with the students face to face, build rapport and

promote French cultural awareness in the school and language use outside the classroom.

Clara's travel fees are negotiated with the principal (*regional and remote locations only).

School support

Support required from the school

The leadership team and/or the Language Leader will support the work of the Language Assistant by doing the following:

- provide the Language Assistant with paid time to attend compulsory training sessions each term (as outlined in the [TCL Professional Learning Map and Calendar](#))
- provide new staff induction (school and TCL), including a clear position description, work space and access to resources (photocopier, printer, etc.)
- provide access to a device in order to use the TCL online program, including a school email address and a staff log-on to the school wifi network
- develop a weekly timetable for the Language Assistant which includes 60 minutes of planning time (45 minutes per week for smaller schools)
- communicate clear and consistent high expectations to staff and students about the Language Assistant's role, the TCL program, its purpose, its day-to-day operation and the roles that teachers and school leaders will take on
- provide scheduled opportunities for the Language Assistant and Language Leader (where applicable) to meet with the principal in order to discuss TCL progress.

Professional learning requirements

Language Assistant training

The TCL program is committed to providing comprehensive training to Language Assistants to develop their understanding of TCL and how to effectively perform their role in supporting teachers and students. It is essential that Language Assistants are provided with time to attend the compulsory training sessions.

Please refer to the [TCL Professional Learning Map and Calendar](#) for further details and future dates.

School communication

Your diocesan Languages representative can provide any additional support to you or the Language Assistant. Please get in contact with them for further information.