Recommended Additions (highlighted)

NPST	Essential element	Graduate	Proficient	Highly Accomplished	Lead
1	**Identifying Aboriginal and Torres Strait Islander EAL/D learners and understanding EAL/D learning**				
-	EE 1.2 Knowing about: • The relationship between languages, dialects and cultures	Knows that culture is an integral part of language.	Builds culture learning into language learning.	Supports colleagues to learn and apply cultural understandings.	add 'as well as attitudes towards SAE'
	• Attitudes towards SAE and its cultural priorities.	Is aware that students may have negative attitudes towards SAE which may hinder learning.	Identifies and begins to negotiate negative attitudes towards SAE.	Supports colleagues to identify and negotiate negative attitudes towards SAE.	
	EE 1.3 Identifying students who are EAL/D learners		Differentiates EAL/D learning needs from deficit learning needs (e.g. speech language impairment, hearing loss, intellectual impairment).		
2	**Knowing about language and Standard Australian English**				
2.1	EE 2.1 Knowing about language and its relationship to culture	Demonstrates a basic understanding about key properties of language, in line with core linguistic and sociocultural research and theories.	Demonstrates a good understanding of key properties of language and its relationship to culture.	Has a highly developed knowledge about, and can explain, key properties of language and its relationship to culture. Supports colleagues to understand key properties of language and its relationship to culture.	Initiates and leads activities that develop colleagues' understandings about language and its relationship to culture.

University of South Au…, 6/10/12 1:44 PM
Comment [1]: Understanding that the meanings of language are culturally shaped is central to effective EAL/D learning.

University of South Au…, 6/10/12 1:43 PM
Comment [2]: Talking 'flash' can cause problems for students.

University of South Au…, 6/10/12 1:38 PM
Comment [3]: The current word 'other' might be misinterpreted to mean that EAL/D learning needs are themselves deficit.

		Explores and analyses the students' home language/s to determine specific SAE teaching emphases.	Demonstrates a good understanding of the key properties of the students' home language/s and plans explicit SAE teaching emphases.	Supports colleagues to explore and analyse the students' home language/s in order to plan relevant and specific SAE teaching emphases.	Leads processes to support improved school-wide knowledge of the students' home language/s in order to enhance and improve SAE teaching emphases.
	EE 2.2 Knowing about Standard Australian English, notably its grammatical properties and socio-cultural usages in diverse settings	Knows about the different interrelating elements of SAE (morpho-syntax, semantics, phonology, pragmatics, sociocultural and conceptual aspects, etc.) and how they interact to produce meaningful sentences, utterances and texts.		Supports colleagues to understand the grammatical properties and sociocultural usages of SAE.	Initiates and leads activities that focus on developing colleagues' understandings about the grammatical properties of SAE and its sociocultural usages in diverse settings.
	EE 2.3 Knowing effective strategies for teaching SAE to EAL/D learners across the skills of speaking, listening, reading, viewing and writing				
3 Planning effective teaching and learning for Aboriginal and Torres Strait Islander EAL/D learners					
3.2	EE 3.2 Planning learning programs which support EAL/D learners, drawing on the national EAL/D Teacher Resource and relevant state and territory documents				

3.8	Planning bicultural learning programs	Demonstrates knowledge of how to develop bicultural learning. programs.	Designs activities to promote bicultural learning.	Supports colleagues to develop bicultural learning programs.	Initiates collaborative development of bicultural learning programs.

4 Creating and maintaining supportive and safe learning environments for Aboriginal and Torres Strait Islander EAL/D learners

4.1	EE 4.3 Developing students' capacity to code switch	Understands the role of code switching in learning.	Encourages code switching as a learning strategy.	Supports colleagues to set up activities to develop code switching skills.	Initiates professional development for colleagues on code switching and its relationship to learning.
	EE 4.4 Supporting initial literacy development through home language/s	Recognises the importance of home language/s for initial literacy development.	Encourages use of home language/s for initial literacy development.	Supports colleagues to use home language/s for initial literacy development.	Establishes programs to use home language/s for initial literacy development.

5 Assessing, providing feedback and reporting on SAE learning

| | EE 5.1 Selecting tools for assessing and monitoring the developing code switching and SAE proficiencies of EAL/D learners | Knows about appropriate EAL/D tools and approaches for assessing and monitoring developing code switching and SAE proficiencies in the four macro skills and viewing. | Selects appropriate EAL/D tools and approaches for assessing and monitoring developing code switching and SAE proficiencies. | Uses appropriate EAL/D tools and approaches and tools to assess the developing code switching and SAE proficiency levels across the four macro skills and viewing. | Initiates and leads activities that focus on selection of appropriate EAL/D tools and approaches for assessing and monitoring developing code switching and SAE proficiencies.

Leads processes to support improved selection of developing code switching and SAE proficiency assessment and monitoring tools and approaches.

Develops innovative ways to effectively assess and monitor developing code |
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	EE 5.2 Using appropriate tools and approaches for assessing and monitoring EAL/D learners' developing proficiencies in SAE and code switching	Works with guidance to use selected EAL/D approaches and tools for assessing and monitoring developing code switching and SAE proficiencies.	Uses EAL/D approaches and tools to assess the developing code switching and SAE proficiency levels across the four macro skills and viewing. Monitors code switching and SAE proficiencies using selected approaches and tools.	Is highly skilled in using selected EAL/D approaches and tools for assessing and monitoring developing code switching and SAE proficiencies.	switching and SAE proficiencies. Initiates and leads activities that focus on EAL/D assessment and monitoring of developing code switching and SAE proficiencies. Leads processes to support improved EAL/D assessment and monitoring of code switching and SAE proficiencies.
6 Engage in professional learning about EAL/D and working with Aboriginal and Torres Strait Islander EAL/D learners					
	EE 6.1 Tailoring professional learning in response to the local context	Recognises contextually relevant professional learning needs.	Actively sources support for addressing contextually relevant professional learning needs.	Engages colleagues in addressing contextually relevant professional learning needs.	Initiates pathways for staff to address contextually relevant professional learning needs.
7 Engage professionally in reciprocal intercultural relationships					
	EE 7.1 Working in reciprocal relationships across cultures and developing bicultural proficiency	Understands the nature and responsibilities of reciprocal intercultural relationships.	Is skilled in establishing and maintaining reciprocal intercultural relationships.	Supports colleagues to establish and maintain reciprocal intercultural relationships.	Initiates and leads activities that develop reciprocal relationships across cultures.

There is a grammatical (?) and a typographical error in the EE 1.5 'Proficient':
Considers the EAL/D learners
in ~~his/her~~ their contexts ~~in~~ relation to
their developing SAE across all
curriculum learning areas.

The term 'first language' is used in bold in the Standards (e.g., EE 1.4 'Graduate'); however, it is not defined in the glossary. The term 'home language' is preferred when referring to students' primary means of communication (e.g., use of home language to support students' learning and SAE literacy development in the classroom).

University of South Au…, 6/10/12 3:43 PM
Comment [7]: Appreciating the importance of locality and cultural context is central to improving students' learning outcomes and developing reciprocal relationships.

University of South Au…, 6/10/12 2:22 PM
Comment [8]: This EE is intended to operationalize the document's overarching principle of reciprocal relationships.