

Summary:

Core teaching standards for language and literacy teachers

What is a teacher competency?

Teacher competencies are the knowledge (pedagogical and subject content), skills, and dispositions (attitudes, values and professional ethics) needed by teachers to effectively interact with and instruct school children.

General

Reflective practice – critically examine their current teaching practices to determine areas that can be improved, including ways of engaging children and effectively teaching concepts.

Dual language Learner Teacher Competencies

Children have the right to receive a high quality, linguistically and culturally competent education.

The development of the home language is critical in the development of the second language.

Issue of background characteristics of the teacher: monolingual English speaking, bilingual but not bicultural, both bilingual and bicultural.

Dual Language Learners (DLLs) are “children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language” (Office of Head Start, 2008). E.g. Black student learning English and Afrikaans in a previously white school; black student learning English as LOLT and as a subject and home language as a subject.

Enhances California Department of Education teacher competencies (2011)

1. Language capacity(speaking the language of the child)

- Knowledge of first and second language acquisition
- Knowledge that bilingualism promotes greater intellectual/cognitive flexibility, communicative competencies, self-esteem and achievement over time and better employment possibilities.

2. Cultural competence (knowledge of the culture of the child)

- The role of culture in learning
- Knowledge of how socio-economic background affects home language and literacy environment and its effects upon language development (low rates of language expressivity).
- Recognises the existing language strengths of all children and draws upon these.

3. Experience of teaching DLI children [has WIL re this]

- The role of language for a child's healthy socio-emotional.

4. Dispositions for working with Dual Language Learners

Knowledge

- A: Demonstrates knowledge of milestones and processes of first language development (e.g., receptive period, first words, two word phrases, productive speech, etc.) and second language acquisition (e.g., quiet period, telegraphic speech) including how culture relates to communication.
- B: Demonstrates knowledge of literacy development in child's first language and English (e.g., listening comprehension, oral language expression, phonemic awareness, alphabetic knowledge, concepts of print, and writing) and how culture influences literacy development.
- C: Demonstrates knowledge of the cognitive and social benefits of bilingualism and biculturalism (e.g., greater brain complexity, cognitive flexibility, healthy ethnic identity, tolerance for diversity, future economic advantage).

Socio-emotional

- D: Demonstrates knowledge of how socio-emotional development is influenced by the interrelationship of a child's first language and culture.
- E: Demonstrates knowledge of the importance of teacher-child relationships in promoting positive socio-emotional climate for DLLs.
- F: Demonstrates knowledge of the importance of socio-emotional development and its relationship to the stages of second language acquisition. These stages are: (1) use of first language, (2) quiet stage, (3) telegraphic/formulaic speech, (4) productive speech.

Demonstrates knowledge of the strategies that promote equitable social interactions related to language and cultural differences (e.g., provide language models that prevent language loss, demonstrate a respect for bilingualism and different cultural priorities, incorporates the strengths of the family culture).

Knowledge

A: Demonstrates knowledge of milestones and processes of first language development (e.g., receptive period, first words, two word phrases, productive speech, etc.) and second language acquisition (e.g., quiet period, telegraphic speech) including how culture relates to communication.

A: Beginning					
Demonstrates knowledge of milestones and processes of first language development (e.g., receptive period, first words, two word phrases, productive speech, etc.) and second language acquisition (e.g., quiet period, telegraphic speech) including how culture relates to communication.					
Monolingual		Bilingual		Biliterate	
Monocultural	Bicultural	Monocultural	Bicultural	Monocultural	Bicultural
Skills:	Skills:	Skills:	Skills:	Skills:	Skills:
Demonstrates a basic understanding of language milestones while interacting with children.					
Demonstrates a beginning familiarity of the stages of second language acquisition while interacting with children.					
In interactions with children and families, shows a beginning understanding of how culture influences communication (e.g., eye contact, use of proper names, etc.).					
Indicators:	Indicators:	Indicators:	Indicators:	Indicators:	Indicators:
Uses some of the following strategies with DLL children: modelling good listening skills; repeating common phrases slowly and clearly; allowing for wait time and voluntary participation.	Learns and uses culturally appropriate phrases in the child's first language (e.g., can I help you, are you OK)	Uses appropriate greetings towards children and families in the first language that are appropriate for age and status.	Uses knowledge of the child's culture to help the child learn new vocabulary (e.g., reads a folktale about the child's home culture in the child's first language).	Identifies and emphasizes key words in the child's first language during a math lesson (e.g., size, quantity of objects).	Begins to model culturally and linguistically appropriate behaviour for greeting and departing.
Learning to pronounce the child's name, organizing the classroom with linguistically and culturally appropriate materials, and learning how to say hello and goodbye in the child's first language.	Uses cultural endearments with the child (e.g., family nickname, expressions that signal affirmation such as "xxxxx" (very good); "xxxx" (Little brother, you did well)).	Creates opportunities for children to communicate with each other using names, basic gestures and high function words.	Begins to help child notice that there are features of communication (e.g., eye contact, use of proper names, wait time) that are different and helps them to practice the new behaviours.	Reads books with repeating phrases in the child's first language to support first language development and in English to encourage receptive language.	Reads a book about the child's heritage in the child's first language and asks questions about it.
When interacting in small groups, supports the receptive language development of DLLs through the use of gestures, props, and the repetition of key words in the children's first language and English.		When the DLL child mixes languages, repeats the phrase in the language the child is attempting to speak		Takes dictation from child to collect "favourite phrases" and reads stories in the child's first or second language.	Discusses with parents how they can promote first language development (e.g., asking questions, descriptive vocabulary and extended two-way conversation).
Asks for translation help from others in order to respond to the needs of DLL children.					

A: Developing

Demonstrates knowledge of milestones and processes of first language development (e.g., receptive period, first words, two word phrases, productive speech, etc.) and second language acquisition (e.g., quiet period, telegraphic speech) including how culture relates to communication.

Monolingual		Bilingual		Biliterate	
Monocultural	Bicultural	Monocultural	Bicultural	Monocultural	Bicultural
Skills:	Skills:	Skills:	Skills:	Skills:	Skills:
Demonstrates a growing understanding of language milestones and processes in the first language and English.					
Is able to identify the different stages of second language development in individual DLL children..					
Demonstrates growing abilities to verbally stimulate conversation with DLL children using English.			Uses both languages in interactions with children.		
In interactions with children and families, shows a growing awareness of how culture influences communication (e.g., eye contact, use of proper names, etc.).	In interactions with children and families, shows growing familiarity with how culture influences communication (e.g., eye contact, use of proper names, etc.).		In interactions with children and families, shows growing familiarity with how culture influences communication (e.g., eye contact, use of proper names, etc.).		In interactions with children and families, shows growing familiarity with how culture influences communication (e.g., eye contact, use of proper names, etc.).
				Utilizes written information in the first language to assist instruction.	
Indicators:	Indicators:	Indicators:	Indicators:	Indicators:	Indicators:
Uses more of the teaching strategies described for the beginning teacher.	Accepts children's culturally defined social behaviour (e.g., hugging, bowing, kissing).	Uses running narrative to describe what a child is doing (e.g., you're painting big and little circles with different colours, red, yellow, green).	Engages in extended conversations in the child's first language using rich vocabulary and complex sentences.	Seeks out and uses written information to expand knowledge about specific vocabulary and concepts in the first language that can be used in teaching (e.g., reviews neighbourhood newspaper).	Uses the first language to expand a DLL child's verbalization by asking open-ended questions to encourage extended conversations.
Begins to match a child's stage of second language acquisition with a specific teaching strategy (e.g., telegraphic speech and interactive games such as Simon Says).	Demonstrates growing abilities to engage DLL children in sustained conversation using English.	Uses puppets and other visuals to promote expressive language in either language.	Explains idioms in English to children in their first language or provides them with comparable idioms in their first language (e.g., "raining cats and dogs / xxx /xxx").	Uses dialogic reading strategies to expand vocabulary and encourage comprehension in first language and English.	Uses photos of neighbourhood stores and businesses with first language signs/labels and shows them to the children to discuss what happens in that context (e.g., laundromat).
Accepts language mixing as normal in DLL development.	Uses culturally appropriate behaviour during greeting and departing.	Asks another staff member to explain particular cultural differences that they notice (e.g., respect for the teacher's role requires that parents always appear to be in agreement)	Understands and can use cultural sayings to convey meaning/idea indirectly (e.g., "xxx").	Takes dictation from children in first language and English..	

Repeats and expands what child has said.		Plays "I spy" in the first language and English within the classroom and outdoors to stimulate vocabulary acquisition.			
Observes parent and child behaviour during arrival and departure to determine appropriate expectations for communication.					

A: Advanced

Demonstrates phrases, productive speech, etc.) and second language acquisition (e.g., quiet period, telegraphic speech) in knowledge of milestones and processes of first language development (e.g., receptive period, first words, two word cluding how culture relates to communication.

A: Advanced					
Monolingual		Bilingual		Biliterate	
Monocultural	Bicultural	Monocultural	Bicultural	Monocultural	Bicultural
Skills:	Skills:	Skills:	Skills:	Skills:	Skills:
Applies understanding of language milestones and processes in the first language and English.					
Applies understanding of the stages of second language acquisition to curriculum and assessment. In interactions with children and families, shows a strong understanding of how culture influences communication.	Applies understanding of the stages of second language acquisition and how they interact with the development of English through a planned curriculum and assessment of the children's development.				
Demonstrates expertise in the use of a broad array of teaching strategies to enhance the learning of DLL children.					
	In interactions with children and families, shows a strong understanding of how culture influences communication.	Shows a strong understanding of how culture influences communication.			
		Uses both languages while interacting with children and families.	Uses both languages while interacting with children. Is able to read and utilize educational material in the first language.		
Indicators:	Indicators:	Indicators:	Indicators:	Indicators:	Indicators:
Demonstrates expertise in the use of a broad array of teaching strategies (e.g., uses props and visuals, completes phrases and refrain).	Working in collaboration with bilingual staff, provides DLL children frequent opportunities to use language purposefully.	Matches teaching strategies to stages development in first language and English (e.g., uses picture walk to preview key vocabulary words that will be used in subsequent book reading).	Develops an activity that highlights the similarities in words in the first language and English that have similar meanings (e.g., xxx /yyy , yy/xxx).	Uses the Internet or other sources to gather first language development resources to create educational activities for children and parents.	Creates puzzles with pieces that reflect cultural images with specific cultural references and discusses them in the first language and English.
Utilizes appropriate teaching strategies that promote language development for individual DLL children, including focused small group and scaffolds learning.	Plans activities where children experience how culture affects behaviour and customs (e.g., dramatic book reading using different eye contact, voice tone, and physical proximity when talking to each other).	Develops and expands vocabulary and concepts in the child's first language by using music with lyrics or games with refrains.	Is able to explain to parents and staff the stages of English language acquisition as children are experiencing them in everyday life (e.g., child uses 'gimme' and explains that this is example of telegraphic speech and what this means).	Is able to assess the child's progress in language development using appropriate assessment tools (e.g., Desired Results Developmental Profile).	Is able to provide guidance to other staff about the cultural and linguistic appropriateness of curricular approaches for DLL children.
Uses tools and strategies to establish the stage of second language development in individual DLL children in order to plan for activities.			Creates a safe environment where parents can discuss mainstream communication strategies (e.g., parental concern about the child and how to approach the Director).	Plays "I spy" within the classroom and outdoors and writes the words the child uses in the first language and English.	Mentors beginning and developing teachers about best practices for DLLs.

B: Demonstrates knowledge of literacy development in child’s first language and English (e.g., listening comprehension, oral language expression, phonemic awareness, alphabetic knowledge, concepts of print, and writing) and how culture influences literacy development.

B: Beginning					
Demonstrates knowledge of literacy development in child’s first language and English (e.g., listening comprehension, oral language expression, phonemic awareness, alphabetic knowledge, concepts of print, and writing) and how culture influences literacy development.					
Monolingual		Bilingual		Biliterate	
Monocultural	Bicultural	Monocultural	Bicultural	Monocultural	Bicultural
Skills:	Skills:	Skills:	Skills:	Skills:	Skills:
Demonstrates a basic understanding of receptive and expressive language development as a foundation to some of the components of early literacy in English.		Demonstrates a basic understanding of receptive and expressive language development as a foundation to some of the components of early literacy in the first language and English when speaking and interacting with children.			
	Demonstrates a basic understanding of the culture’s expectations for writing/literacy.		Demonstrates a basic understanding of the culture’s expectations for writing/literacy.		Demonstrates a basic understanding of the culture’s expectations for writing/literacy.
				Uses materials written in the first language when interacting with children to support first language literacy.	
Indicators:	Indicators:	Indicators:	Indicators:	Indicators:	Indicators:
Creates name cards for the children and during morning check-in has the children find their name cards and place them on attendance posters.	Identifies and reads stories in English that reflect the cultural values of DLL children.	Previews a story in the child’s first language and identifies key words before reading the story in English.	Uses poetry and rhymes from the child’s first language during lessons.		Uses appropriate cultural salutations in written communication.
Reads stories in English but makes sure to incorporate props and visuals to assist the children’s comprehension.	Plays “Simon Says” or other games where children need to follow simple instructions.	During a book reading in the child’s first language or English, points out features of the book in both languages (e.g., title, reading from left to right, etc.).	On a neighbourhood walk, points out signs and labels and discusses their meaning in the child’s first language.	Writes dictated stories in the child’s first language.	Reads stories in the child’s first language that reflect cultural values .
Observes the child’s approach to writing (e.g., pencil grasp and scribbles).	Uses culturally familiar images in literacy activities (e.g., bonsai tree, pan dulce, etc.).			Develops brief notices in the first language and English for posting on the bulletin board for parents.	Read stories in English and the first language (e.g. The Three Little Pigs in English, Zulu, Sotho, Xhosa, Pedi.

B: Developing

Demonstrates knowledge of literacy development in child's first language and English (e.g., listening comprehension, oral language expression, phonemic awareness, alphabetic knowledge, concepts of print, and writing) and how culture influences literacy development.

Monolingual		Bilingual		Biliterate	
Monocultural	Bicultural	Monocultural	Bicultural	Monocultural	Bicultural
Skills:	Skills:	Skills:	Skills:	Skills:	Skills:
Demonstrates how particular components of early literacy in the first language and English promote literacy development.	Demonstrates how particular components of early literacy in the first language and English promote literacy development.			Demonstrates how particular components of early literacy in the first language and English help children's learning.	
		Promotes literacy development in both languages.	Uses oral language to promote literacy development in both languages	Uses materials written in both languages to promote literacy development.	
	Demonstrates an increasing understanding of the culture's expectations for writing/literacy.		Demonstrates an increasing understanding of the culture's expectations for writing/literacy.		Demonstrates an increasing understanding of the culture's expectations for writing/literacy.
Indicators:	Indicators:	Indicators:	Indicators:	Indicators:	Indicators:
Sets up a writing centre with alphabet material in two languages so that children can trace letters in both language systems.	Helps children identify the alphabet letters in their name in English and in their first language.	Provides children the opportunity to learn the sounds of letters in their first language and in English (e.g., naming sounds, writing letters associated with sounds, identifying the letters with their sounds in text).	Provides opportunities for children to play with sounds that appear in both the first and second language (e.g., vowels sounds, consonant sounds)	Understands the cultural distinction for print in the first language and English (e.g., alphabetic and non-alphabetic).	Provides opportunities to write holiday messages in first language; invites children to share messages so that they can see how similar messages are conveyed in different languages.
Uses signs and labels that contain print in the first language and English.	Through a translator, gets a list of the names of family members that can be used for an activity on letter recognition..	Teaches a basic rhyme in the child's first language and asks the child to repeat it.	Asks the child to tell a story using a wordless picture book.	During parent conferences, provides written recommendations for home activities.	Uses dialogic reading techniques while reading stories in first language that reflect the child's cultural values.
			Acknowledges a DLL child's invented spelling in first language and English.		Encourages children to write stories in their first language about their families.

B: Advanced

Demonstrates knowledge of literacy development in child's first language and English (e.g., listening comprehension, oral language expression, phonemic awareness, alphabetic knowledge, concepts of print, and writing) and how culture influences literacy development.

Monolingual		Bilingual		Biliterate	
Monocultural	Bicultural	Monocultural	Bicultural	Monocultural	Bicultural
Skills:	Skills:	Skills:	Skills:	Skills:	Skills:
Develops learning activities in the first language and English that integrate components of early literacy.					
		Promotes literacy development in both languages.	Uses oral language to promote literacy development in both languages.	Uses educational materials written in both languages to promote literacy development.	
	Demonstrates a good understanding of the culture's expectations for writing/literacy.		Demonstrates a strong understanding of the culture's expectations for writing/literacy.		Demonstrates a strong understanding of the culture's expectations for writing/literacy.
Indicators:	Indicators:	Indicators:	Indicators:	Indicators:	Indicators:
Mentors monolingual staff to use best practices in literacy development for DLLs (e.g., book reading strategies).	Works with other staff, caregivers, or parents to help children create stories (e.g., how they spent time with their families during the weekend).	Develops a repertoire of children's rhymes, finger plays, and verses in the first language to use in learning activities.	Recognizes when a child uses grammatical forms from their first language when experimenting with spoken English (e.g., placement of adjectives).	Maintains written records in the child's first language about the child's literacy progress.	Creates word walls with pictures in the first language and English.
Partners with bilingual staff to develop activities that promote literacy development (e.g., accepts dictation in either first language or English).	With the help of bilingual staff, translates favourite family proverbs that parents provide for use in developing stories with children	Works with a biliterate adult to write down verses in the first language for the children to see and use in phonemic awareness activities.	Uses tongue twisters in the first language to promote phonemic awareness.	Creates photo albums with children engaged in classroom projects with text written in their first language and English.	Understands parental cultural expectations for literacy that may conflict with program strategies (e.g., invented spelling vs. correct spelling).
			Provide children with props (flannel board pieces, picture cards) that they can use to construct a story with a plot.		Provides opportunity for children to write about or dictate a story about an experience, field trip or class project.

C: Demonstrates knowledge of the cognitive and social benefits of bilingualism and biculturalism (e.g., greater brain complexity, cognitive flexibility, healthy ethnic identity, tolerance for diversity, future economic advantage).

C: Beginning					
Demonstrates knowledge of the cognitive and social benefits of bilingualism and biculturalism (e.g., greater brain complexity, cognitive flexibility, healthy ethnic identity, tolerance for diversity, future economic advantage).					
Monolingual		Bilingual		Biliterate	
Monocultural	Bicultural	Monocultural	Bicultural	Monocultural	Bicultural
Skills:	Skills:	Skills:	Skills:	Skills:	Skills:
In interactions with children, accepts the first language of DLLs and demonstrates positive body language towards them.		In interactions with children, speaks both the first language and English.		In interactions with children, speaks and reads in the first language and English.	
		Demonstrates positive body language.			
Acknowledges the importance of speaking two languages.				Acknowledges the importance of speaking and reading in two languages.	
	Demonstrates some knowledge about the child's home culture.		Acquires additional knowledge about the child's home culture through conversation.		Acquires additional knowledge about the child's home culture through conversation and written material.
Indicators:	Indicators:	Indicators:	Indicators:	Indicators:	Indicators:
Listens with appreciation (e.g., attends to child's verbalization)					
Encourages the children to use the first language across the day.	Through a translator, encourages family members to speak to their children in their first language.	Talks directly to parents about the benefits of speaking to their children in their first language.		Models reading behaviour in the first language by reading and talking about what's been read to children in the first language.	Encourages all parents to write a letter to their child in their first language and displays letters in the classroom and reads during group time.
					Develops flyers, notices or other communications for parents in the first language.
Shows appreciation for bilingualism and biculturalism through the use of pictures, books, or other visuals that reinforce bilingualism and biculturalism.	Makes available picture books or photographs representative of children and families in the classroom.	Reads a book in the child's first language and then reads the same title in English; (e.g., Gilbert and the Wind).	Models how to make requests of peers and adults in first language and English.	Points out to children that they know the name of an object in both English and their first language.	
		Talks to parents about the activities children are doing that promote first language and English.	Talks to parents and children to learn about child's life at home (meal times, favourite things family does together, ways to celebrate birthdays, etc.).		Talks to parents and/or sends notes to learn about child's life at home (meal times, favourite things family does together, ways to celebrate birthdays, etc.).

C: Developing

Demonstrates knowledge of literacy development in child's first language and English (e.g., listening comprehension, oral language expression, phonemic awareness, alphabetic knowledge, concepts of print, and writing) and how culture influences literacy development.

Monolingual		Bilingual		Biliterate	
Monocultural	Bicultural	Monocultural	Bicultural	Monocultural	Bicultural
Skills:	Skills:	Skills:	Skills:	Skills:	Skills
Plans and carries out activities that encourage the use of two languages with the help of an individual who speaks the first language.		Plans activities that encourage the use of two languages and uses both the first language and English in these activities.		Plans activities that encourage the use of two languages and is able to utilize written material in the first language to inform teaching.	
	Demonstrates increasing knowledge about the child's home culture and begins to integrate it into learning activities.		Demonstrates increasing knowledge about the child's first language and culture and communicates their value to children and parents.		Demonstrates increasing knowledge about the child's first language and culture and communicates its value to children and parents.
Indicators:	Indicators:	Indicators:	Indicators:	Indicators:	Indicators:
Invites a parent to share a special talent with children in their first language.	Identifies key vocabulary words in the first language and uses them during various activities (e.g., flannel board story, role-playing).	Works with DLL children to teach English-speaking children a phrase in their language.	During sharing time understands when children refer to a cultural activity that is particular to their culture group.	Posts the purposes and goals of learning activities in first language and English.	Develops a science activity that uses print in both languages (e.g., classification) and encourages children to graph responses.
Asks a bilingual peer to translate so that teacher can carry on a conversation with a DLL child.	Is aware of upcoming cultural events and invites the parent to share with children a related activity.	Uses key words and phrases in the first language and English throughout the day.	Uses first language for concept development across content areas and accepts and encourages responses in either language.	Helps children to see that material written in their first language is valuable and useful for learning (e.g., recipe books, and maps).	
Accepts language mixing as a sign of using two different language systems.	With the help of an adult who speaks the first language, carries out a cooking activity that promotes vocabulary development in the first language and English.	Seeks out assistance from bicultural staff to help them understand a child's or parent's point of view when they don't understand something (e.g., parent reports that child is learning to be disrespectful).	Sings "Happy Birthday" in English and the song for happy birthday in child's first language.	Works with parents to develop poems about their children using letters of the child's first name (e.g., Lea: "L" is for light-filled, "E" is for enchanting, and "A" is for appreciative).	Creates a bilingual songbook by asking parents to write down the lyrics of one of their favourite songs.

C: Advanced

Demonstrates knowledge of literacy development in child's first language and English (e.g., listening comprehension, oral language expression, phonemic awareness, alphabetic knowledge, concepts of print, and writing) and how culture influences literacy development.

Monolingual		Bilingual		Biliterate	
Monocultural	Bicultural	Monocultural	Bicultural	Monocultural	Bicultural
Skills:	Skills:	Skills:	Skills:	Skills:	Skills:
Uses a number of basic words and phrases in the first language while teaching.		Plans and carries out learning activities that use the first language and English in meaningful ways.			
Seeks assistance from others who are more knowledgeable to help with the design and implementation of meaningful activities that use the first language and English.				Uses written material in the first language to inform teaching.	
	Creates learning activities that highlight the benefits of bilingualism and biculturalism.		Creates learning activities that highlight the benefits of bilingualism and biculturalism.		Creates learning activities that highlight the benefits of bilingualism and biculturalism.
Indicators:	Indicators:	Indicators:	Indicators:	Indicators:	Indicators:
Uses words and phrases in the first language when engaging children in activities across the curriculum (e.g., math, science, art, and movement).	Invites a musician from the neighbourhood to play and sing in the first language and English and children teach lyrics that the children will sing at a celebration.	When speaking with parents, encourages them to teach their children songs and games from their home culture.	When speaking with parents, discusses greater career options for children who are bilingual.	Helps children dictate a thank you note in their first language and English.	Co-constructs communication with children to develop parental notice in first language (e.g., newsletters, bulletins, announcements, flyers, and notices).
Pairs children that speak the same language to "read" a favorite book to each other.	Working with a bilingual staff member, develops physical education activities that compare two ways of playing a game.	Uses selected computer software to support language acquisition at different stages (e.g., uses displayed pictures to stimulate first language and/or English)	Stages a cultural event (e.g. remate/street market) as a learning activity that also validates the child's cultural experience.	Sends home a story that their child dictated in the first language and asks parent to have the child "read" it to them and display it in a prominent place in the house.	Asks parents who are literate in the first language to write a brief family story that can be shared (e.g., things I remember about my grandmother, where I was born, etc.).
Engages a first language speaker to carry out integrated language activities (e.g., when conducting craft-making, incorporates cognitive concepts such as same and different, numbers and spatial orientation).			Incorporates the recitation traditions of a culture in a movement activity.	Records CDs in the first language of books only available in English and places them in the listening centre.	Collects, translates and "publishes" family stories and send collections home to share with family members.

Socio-emotional

- D: Demonstrates knowledge of how socio-emotional development is influenced by the interrelationship of a child's first language and culture.
- E: Demonstrates knowledge of the importance of teacher-child relationships in promoting positive socio-emotional climate for DLLs.
- F: Demonstrates knowledge of the importance of socio-emotional development and its relationship to the stages of second language acquisition. These stages are: (1) use of first language, (2) quiet stage, (3) telegraphic/formulaic speech, (4) productive speech.
- G: Demonstrates knowledge of the strategies that promote equitable social interactions related to language and cultural differences (e.g., provide language models that prevent language loss, demonstrate a respect for bilingualism and different cultural priorities, incorporates the strengths of the family culture).
- H: Demonstrates knowledge of the importance of teacher/parent relationships for the positive socio-emotional development of DLLs.

D: Demonstrates knowledge of how socio-emotional development is influenced by the interrelationship of a child's first language and culture.

D: Beginning		
Demonstrates knowledge of how socio-emotional development is influenced by the interrelationship of a child's first language and culture.		
Monolingual	Bilingual	Bilingual
Monocultural	Monocultural	Bicultural
Skills:	Skills:	Skills:
Uses basic strategies that encourage children's continued use of their first language to express feelings. Demonstrates basic knowledge and respect for some cultural differences by adjusting expectations for children's social behaviour from time to time.	Uses first language to support and respond to the child's expression of feelings. Demonstrates basic knowledge and respect for cultural differences by adjusting expectations for children's social behaviour from time to time.	Uses first language to support and respond to the child's expression of feelings. Demonstrates basic knowledge and respect for culturally driven behaviour in children's socio-emotional development.
Indicators:	Indicators:	Indicators:
Learns words in the child's first language that communicate positive regard and affirmation.	Encourages children to use their first language to express their feelings (joy, pleasure, fatigue, isolation, frustration, fear, and excitement).	During conversation uses culturally appropriate behaviour (e.g., how/when silence is used, tone and volume of voice, wait time and use of direct/indirect reply).
Pairs children with other first language speakers to support the use of the first language to express feelings and successes.	Provides occasional opportunities that encourage children to share their feelings in their first language at group time and in one-on-one with peers.	Provides opportunities for children to use fun words in their first language that reflect cultural nuances (such as in jokes, nicknames, terms of endearment, riddles, words with double meanings, and changes caused by intonation and gestures).
Encourages bilingual adults to use the first language to provide positive reinforcement and/or affirmations and refrain from the use of the first language for discipline.	Adjusts teaching strategies to accommodate the child's communication style (e.g., the cultural value of respect requires that a child wait for the teacher to initiate conversation such as in greetings and departing).	Uses knowledge of the culture to accommodate the child's communication strategies (e.g., direct/indirect approach to posing questions or making requests).
Includes some bilingual books and materials that depict positive images of children from their home culture.	Utilizes the first language to talk with parents about expectations for their child's social behaviour.	
Accepts the children's response of their view of themselves as members of the family (e.g., teacher asks, what do you like to do, and child responds, "WE ALL like to go to the park" versus "I like to go to the park").		

D: Developing

Demonstrates knowledge of how socio-emotional development is influenced by the interrelationship of a child's first language and culture.

Monolingual	Bilingual	Bilingual
Monocultural	Monocultural	Bicultural
Skills:	Skills:	Skills:
Uses key vocabulary in the child's first language to support the child's developing sense of self (e.g., cooperation, respect, responsibility, empathy, adult-child interaction, appropriate expression of feelings, communicating and resolving differences) and understands differing cultural expectations for behaviour.	Uses the child's first language to support the child's developing sense of self (e.g., cooperation, respect, responsibility, empathy, adult-child interaction, appropriate expression of feelings, communicating and resolving differences) and understands differing cultural expectations for behaviour.	Uses the child's first language and practices that reflect the child's culture (e.g., customs, rituals, and social roles) to facilitate the child's developing sense of self (e.g., cooperation, respect, responsibility, empathy, adult-child interaction, appropriate expression of feelings, communicating and resolving differences) and understands differing cultural expectations for behaviour.
Indicators:	Indicators:	Indicators:
Uses music in the first language that is used to celebrate important days in the life of the child (e.g., birthday, holidays).	Teaches songs or circle games in the first language and English.	Incorporates first language nursery rhymes, finger plays, folktales, proverbs, and tongue twisters that reflect the child's cultural heritage.
Uses words and phrases in the child's first language that communicate positive regard and affirmation (e.g., expanded greetings, proverbs, sayings, etc.).	Creates first language activities that enable the child to experience success as a learner and communicator (to inform, amuse, control, persuade, describe, explain, predict).	Incorporates knowledge of the home culture in the strategic use of artifacts that encourages children to show/share their feelings (e.g., housekeeping centre, music centre, cooking centre).
With the support of a bilingual/bicultural adult, learns about the culture's expectations for a child's social behaviour (e.g., cooperation, resolving differences, respect). Involves bilingual adults (assistants and volunteers) to present activities in the child's first language that enable children to share their feelings and views.	Incorporates activities, and materials in the environment that encourage children to use their first language to discuss/share how they see themselves (dramatic play, cooking experiences, early literacy)..	Encourages children to share through conversation their family culture's ways of doing things (e.g., taking care of babies, family parties, when someone is sick or hurt).
Allows for multiple problem-solving strategies to be recognized and provides opportunities for children to use their cultural style in problem solving (e.g., turn taking based on fairness to the group versus fairness to who was first in line).	Invites children to share stories in their first language of things they do at home.	Adjusts interactional style to be consistent with the cultural expectations for adult-adult communication (greet adults in accordance with their age, gender and role).
Makes an effort to utilize cultural courtesies and practices them with families.	Uses first language when appropriate to greet important adults who are valued by the child (e.g., grandparents, uncles/aunts, cousins, other authority figures).	

D: Advanced

Demonstrates knowledge of how socio-emotional development is influenced by the interrelationship of a child's first language and culture.

Monolingual	Bilingual	Bilingual
Monocultural	Monocultural	Bicultural
Skills:	Skills:	Skills:
Uses well-developed strategies that accurately reflect the child's culture and support the child's developing sense of self. Demonstrates effective strategies to mentor monolingual staff to understand and use the socio-emotional competencies for DLLs.		Effectively integrates well-developed strategies with the first language and knowledge of the culture to support the child's developing sense of self. Demonstrates effective strategies to mentor monolingual and other bilingual and bicultural staff to understand and use the socio-emotional competencies in for DLLs.
Indicators:	Indicators:	Indicators:
Utilizes bilingual bicultural adults as resources to learn about how cultural differences are reflected in social development (i.e., empathy, relationships with peers and adults, self-regulation, social competence).	Coaches monolingual staff to learn words and phrases that describe feelings in the first language.	Provides opportunities for children to use linguistically and cultural appropriate expressions of empathy and caregiving with each other (e.g., comfort a child who is sick, hurt, or sad).
Works with bilingual staff to provide opportunities for children to use their first language to share their feelings and views and answer questions about how they do things at home and at school (e.g., free choice, talking during meals, when and how to enter conversations, etc.), and to communicate that both ways are okay.	Incorporate first language nursery rhymes, finger plays, folktales, and tongue twisters that reflect the child's cultural heritage.	Assists other teachers in understanding how cultural differences are reflected in social development (empathy, relationship with peers and adults, self-regulation, social competence).
Works with bilingual staff to provide bilingual and first language activities that enable the child to experience success as a learner and communicator (to inform, amuse, control, persuade, describe, explain, predict).	Works with parents to generate "home-based activities" that promote the first language and culture (e.g., cooking favourite recipe; recording/representing child's favourite home activity, creating a family photo album, etc.).	Accepts and builds on responses that emphasize social relationships when discussing questions about objects/artifacts and how they work (e.g., the child and teacher watch an egg hatch; the teacher asks "What do you know about eggs?" and the child responds, "I like to cook eggs with my gramma." What are the favourite things your gramma likes to make with eggs (food, crafts, raising chickens)?
Effectively utilizes bilingual staff to work with parents to understand how everyday activities can support the child's sense of self (e.g., assist with household routines, sibling caregiving).	Utilizes the first language to talk to children about how they do things at home that are the same or different from the way they do things at school (e.g., at meals, children may serve and feed themselves, at home but at school may be served and fed; at school it may be acceptable to get messy/dirty; at home, the child may expected to stay neat and clean) and that both ways are okay.	
Works with bilingual adults to incorporate first language nursery rhymes, finger plays, folktales, and tongue twisters that reflect the child's cultural heritage.		
Generates a home-school lending library with books in the first language(s), reflecting a value for diversity.		
Uses social relationships as a basis for teaching of discrete skills (e.g., use a baby doll to illustrate caring for younger siblings while naming body parts).		
Uses a few words in the first language that describe feelings (e.g., are you sad?)		

E: Demonstrates knowledge of the importance of teacher-child relationships in promoting positive socio-emotional climate for DLLs.

E: Beginning		
Demonstrates knowledge of the importance of teacher-child relationships in promoting positive socio-emotional climate for DLLs.		
Monolingual	Bilingual	Bilingual
Monocultural	Monocultural	Bicultural
Skills:	Skills:	Skills:
Uses basic strategies that communicate respect and responsiveness to children’s needs.		
Indicators:	Indicators:	Indicators:
Supports the child’s sense of belonging by pronouncing the child’s name correctly, learning to say a few words in the child’s first language, and listening with interest and appreciation.	Engages in warm and friendly conversation with children in their first language and English. Uses the first language in a positive manner for routines, transitions, and cultural courtesies (greetings, affirmations), and minimizes the use of the first language exclusively for redirection and guidance. • • •	Responds appropriately to cultural cues initiated by the child (e.g., eye contact aversion, respectful waiting) and demonstrates warmth through culturally appropriate language expressions and endearments as well as positive body language.
Promotes warm teacher-child relations through the use of nurturing body language (e.g., eye level, calm tone of voice, individual attention, smiles etc.).	Listens and engages with interest and appreciation to the children’s communication in their first language as well as their efforts in English.	Uses their knowledge of the child’s first culture to include appropriate artifacts to promote a welcoming environment.
Provides quiet spaces within the classroom where DLLs can relax and/or experiment with new language.		
Provides opportunities for small group time and encourages conversation and play with same-language peers.	Provides opportunities for small group time with same language peers and for second language activities.	
Includes some bilingual books and materials to promote an appreciation for language diversity	Uses first language to prepare child for “what is going to happen next” (e.g., transitions, changes in schedule, preview of upcoming activity)	
Establishes a predictable environment where children learn routines and classroom procedures.		

E: Developing

Demonstrates knowledge of the importance of teacher-child relationships in promoting positive socio-emotional climate for DLLs.

Monolingual	Bilingual	Bilingual
Monocultural	Monocultural	Bicultural
Skills:	Skills:	Skills:
Demonstrates increasing ability to promote a positive social emotional climate for DLLs.		Demonstrates increasing ability to promote a positive social emotional climate using first language and knowledge of the home culture.
Indicators:	Indicators:	Indicators:
Provides positive and purposeful engagement for learning activities (e.g., allows for children's voluntary participation, allows for wait time).	Promotes friendships between DLL and English speaking children by pairing them in play activities.	Uses knowledge of the home culture to support the children's exploration of their feelings in their first language.
Pronounces the name of parents/important adults correctly.	Engages in social conversation with children in their first language.	Promotes opportunities for the children to use cultural courtesies with each other throughout the day
Increases the number of words and phrases in the child's first language that communicate positive regard.	Uses child's first language to help them to understand a social dilemma (sharing/not sharing) and provides child with key words in English to communicate with peers.	Utilizes resources such as books, pictures, and songs that promote the socio-cultural values of the DLL child.
Employs first language speakers (assistants, volunteers, other adults) to understand when there is a socio-emotional difficulty for the child (e.g., sadness, withdrawal, aggressive behaviour).	Responds to basic cues that communicate stress (withdrawal, anxiety, anger, sadness, fidgeting) and talks to the child about them.	Encourages communication among peers in either the first or second language to promote cross-group play.
	Incorporates first language books and print material as well as family stories, folklore, traditional verse, and music that promote social skills.	

E: Advanced

Demonstrates knowledge of the importance of teacher-child relationships in promoting positive socio-emotional climate for DLLs.

Monolingual	Bilingual	Bilingual
Monocultural	Monocultural	Bicultural
Skills:	Skills:	Skills:
Demonstrates a strong ability to establish positive social emotional climate for DLLs.		Demonstrates a strong ability to establish a positive social emotional climate using the child's first language and knowledge of the home culture.
Indicators:	Indicators:	Indicators:
Has working vocabulary of words and phrases in the child's first language that communicate culturally appropriate positive regard.	Engages in social conversation with children in their first language and English (e.g., talk about what child did over the weekend)	Facilitates the child's awareness of how child behaviours/expectations might be similar and different at home and at school.
Uses first language speakers (assistants, volunteers, other adults) to integrate DLL children into group activities.	Facilitates children's exploration of their feelings in their first language and culture.	Teacher acts a cultural broker between DLL and mainstream children to clarify expectations and resolve conflicts.
Uses first language speakers to facilitate communication with family members regarding social emotional concerns that the child may be experiencing.	Incorporates first language books and print material as well as family stories, folklore, traditional verse, and music that reflect cultural values and promote social skills.	Constructs/creates first language books and material inspired by the stories and lives of children and parents.
Partners with bilingual bicultural teachers, assistants, and parents to infuse daily program practice (schedule, routines, transitions, activities) with appreciation for the social and cultural values of the children/families represented in the classroom.	Creates opportunities and a positive climate for parent engagement by generating activities that reflect family life (e.g., invites grandparents to school for "Grandparents Day;" invites parents to share artifacts from family trips such as a toy, musical instrument, book in the first language, photos, or coins from other countries).	Incorporates neighbourhood experts and resources (business owners, service providers, public agencies) that reflect the language culture and life experience of the children and families.
Creates opportunities and a positive climate for parent/caregiver engagement at school (e.g., invites parents/caregivers to read, sing, and play with children using the first language).		Creates a culturally responsive program through parent/caregiver engagement by personally invites parents/caregivers to volunteer in the programme, tapping into their strengths and interests.
		Builds a sense of community by inviting parents/caregivers to small celebrations throughout the year, where children tell stories, sing songs, or act out plays.

F: Demonstrates knowledge of the importance of socio-emotional development and its relationship to the stages of second language acquisition. These stages are: (1) use of first language, (2) quiet stage, (3) telegraphic/formulaic speech, (4) productive speech.

F: Beginning		
Demonstrates knowledge of the importance of socio-emotional development and its relationship to the stages of second language acquisition. These stages are: (1) use of first language, (2) quiet stage, (3) telegraphic/formulaic speech, (4) productive speech.		
Monolingual	Bilingual	Bilingual
Monocultural	Monocultural	Bicultural
Skills:	Skills:	Skills:
Provides a safe language environment and demonstrates attention and concern for a child who is learning English as a second language.	Provides a safe language environment and demonstrates attention and concern for DLL children and uses the children's first language to assist their learning of English.	Demonstrates attention and concern for DLL children by using their understanding of how culture influences language behaviour and how these behaviours are seen in each stage of English learning.
Indicators:	Indicators:	Indicators:
During the home language stage, engages adults who speak the child's first language to help them understand the child's feelings	During the quiet stage, uses the child's first language to direct the child's attention to English (e.g., clarifies and translates information).	During the quiet stage, is aware that the child's culture may make the child reticent to speak even in the first language.
Provides opportunities to use the child's first language (e.g., partners children with same language peers).	During the first language stage, uses the children's first language to help them express feelings (e.g., isolation, frustration, etc.), and to check for comprehension.	Intentionally includes the child in activities (e.g., keeps child nearby, points out interesting materials, explains what is going on).
Uses affective body language that is culturally appropriate (e.g., smiling, touching if allowed, proximity, holding, voice intonation, eye-contact).		During all stages of second language acquisition, encourages the child to use their first language in all learning activities
Supports the child in quiet stage through use of non-verbal and verbal strategies to encourage efforts to communicate (e.g., pointing, observing child for cues, attentive listening, smiling, gentle, clear repetition of words/phrases).		Demonstrates awareness of how culture influences children's bids for attention through the combination of telegraphic speech and physical proximity.(e.g., "can I", or "please" and "standing close to the teacher").
Supports the telegraphic stage by providing words and phrases that have immediate practical use (e.g., would you, give me, you too, let's go, me too, I want to, etc.).	During the telegraphic stage, uses the first language to encourage the child's efforts to communicate through phrases (e.g., "me too")	
	During the productive stage, responds in the first language and praises the child's efforts when the child says something in English ("good job, well done").	During the early productive stage, helps DLL children to produce simple sentences and increase their vocabulary to help them have conversations with their peers in English (e.g., "do you want to play with me?," "this is for you").
As appropriate, provides opportunities for conversation such as using food and artifacts that are familiar and providing children with active roles in the classroom (e.g., helpers).		

F: Developing

Demonstrates knowledge of the importance of socio-emotional development and its relationship to the stages of second language acquisition. These stages are: (1) use of first language, (2) quiet stage, (3) telegraphic/formulaic speech, (4) productive speech.

Monolingual	Bilingual	Bilingual
Monocultural	Monocultural	Bicultural
Skills:	Skills:	Skills:
Uses teaching strategies in English that reflect the developing awareness of the relationship between socio-emotional development and specific stages of second language learning.	Uses teaching strategies in the children's first language that reflect the developing awareness of the relationship between socio-emotional development and specific stages of second language learning.	Uses knowledge of the children's culture and first language in teaching strategies that reflect the developing awareness of the relationship between socio-emotional development and specific stages of second language learning.
Indicators:	Indicators:	Indicators:
During the first language stage, intentionally engages adults who speak the child's first language to help them understand the child's feelings •	During the first language stage, uses the child's first language to support the child's continued learning as well as efforts to communicate in English.	
During the quiet stage, supports the child through simplifying language, providing pictures and gentle words of encouragement (e.g., having read a story about the three bears, teacher gives child a picture of baby bear, says, "This is baby bear, I know you listening hard and you're really interested in this story").	During the quiet stage, uses first language to support the child's attention to English.	During the quiet period, uses culturally appropriate activities to engage children in a circle game in their first language in preparation for a similar circle game in English (e.g., London Bridges).
During the telegraphic stage, supports the child in communicating with English-speaking children by clarifying utterance (e.g., "That's right Ping. Ping says ...the porridge was too hot.").	During the telegraphic stage, supports the child's efforts to communicate through multiple means (e.g., helps peers understand what the child is saying, gives the child the words in their first language to express their feelings .	During the telegraphic period, uses the children's first language to assist in their understanding of preschool idioms (e.g., criss-cross applesauce, hold your horses, no dice, etc).
During the telegraphic stage, listens attentively and repeats in a more complete phrase/sentence what the child is trying to say.		
During the productive stage, positively reinforces children's efforts to speak in their second language (e.g., praise, positive body language) and acts on what child says (e.g., "Yes, Ping, you're right, it's time to go clean up so we can go outside.")	During the productive stage, accepts language mixing as normal and repeats what child said in English. And as appropriate expands or enriches the vocabulary.	During the productive stage, builds on the child's learning style by providing opportunities for cooperative play (e.g., pairs DLL children to retell favourite flannel board story).

F: Advanced

Demonstrates knowledge of the importance of socio-emotional development and its relationship to the stages of second language acquisition. These stages are: (1) use of first language, (2) quiet stage, (3) telegraphic/formulaic speech, (4) productive speech.

Monolingual	Bilingual	Bilingual
Monocultural	Monocultural	Bicultural
Skills:	Skills:	Skills:
Demonstrates a variety of strategies that respond to the children's socio-emotional behaviours as they progress through different stages of second language acquisition.	Uses the children's first language and a variety of teaching strategies to facilitate their socio-emotional behaviours as they progress through different stages of second language acquisition. Uses the children's first language to assist them in understanding English.	Uses the children's first language, knowledge of the home culture, and a variety of teaching strategies to facilitate their socio-emotional behaviours as they progress through different stages of second language acquisition. Uses the children's first language to assist them in understanding English.
Indicators:	Indicators:	Indicators:
	.	Throughout the stages, intentionally provides emotional support to encourage the child's language effort (e.g., positive body language including culturally appropriate gestures, positive vocal intonation, positive comments to family members about child's efforts).
During the quiet stage, intentionally enriches learning activities with the use of visuals such as props, pictures, books, and music in the child's first language.	During the quiet stage, praises the children in their first language for attending to the activity in English and checks for understanding in the first language (e.g., "what did you like about that activity?")	During the quiet stage, provides the foundation for academic concepts that the children may not know (e.g., shapes, size, position in space) in their first language and exposes them to the vocabulary in English.
During the telegraphic stage, creates picture cards with familiar phrases (e.g., stand up, too hot, watch out, here I come, etc.) so children can act out these actions during play and practice phrases.	During the telegraphic stage, uses short word phrases in English during a science activity to help in understanding a concept in English (e.g., lesson on velocity, use phrases such as "it goes fast," "it's so slow").	
During the productive stage, consistently checks for comprehension by asking who, what, where and either/or questions in a conversational way (e.g., "I wonder is going to happen next?" "What would you do?").	During the productive stage, if child transfers first language grammar to English, creates activities to acquire English usage (e.g., uses picture cards to reinforce adjective or verb placement).	During the productive stage, encourages DLL children to coach/teach other children and teacher in their first language and English.

G: Demonstrates knowledge of the strategies that promote equitable social interactions related to language and cultural differences (e.g., provide language models that prevent language loss, demonstrate a respect for bilingualism and different cultural priorities, incorporates the strengths of the family culture).

G: Beginning		
Demonstrates knowledge of the strategies that promote equitable social interactions related to language and cultural differences (e.g., provide language models that prevent language loss, demonstrate a respect for bilingualism and different cultural priorities, incorporates the strengths of the family culture).		
Monolingual	Bilingual	Bilingual
Monocultural	Monocultural	Bicultural
Skills:	Skills:	Skills:
Begins to implement basic strategies that communicate a safe and welcoming environment for children and families.	Begins to use the child's first language to facilitate interaction and model the value of the language for children, parents, and other adults.	Begins to use the child's first language and knowledge of the culture to facilitate interaction and model the value of language and cultural practice for children, parents, and other adults.
Indicators:	Indicators:	Indicators:
Pairs a DLL child with a peer who speaks a similar language.	Tells stories in English and the child's first language that stress caring responses from others.	Creates activities for children to learn about each other's social courtesies and the words associated with them (e.g., excuse me, thank you, are you okay?, please, do you want?).
Uses educational materials (stories, flannel board) that stress caring responses from others.	Provides an inclusive social climate for DLLs (e.g., DLL child is attempting to enter into an activity with other children; teacher sees that and talks to other children about including the child in play and explains to the DLL child in the first language how to do the activity).	Shares an artifact from teacher's own culture and talks to children about what it means to him/her (e.g., pottery, textiles, and clothing).
Enlists the help of adults who speak the language of the DLL child to understand what child is saying and provides information to the child as needed.	Is able to use both English and the child's first language to facilitate resolution of disputes between children.	Make available artifacts from the cultures of the children in the classroom and invites the children to talk about what how and when they are used and what they mean to them.
Models behaviour and attitudes that demonstrate warmth and caring for <i>all</i> children (e.g., teacher sees a DLL child who is crying and attends to his/her needs as soon as possible and seeks assistance from others who speak the language to find out what is wrong).	Provides English-speaking children with strategic words and phrases in the DLL child's primary language that help them communicate with the DLL child.	

G: Developing

Demonstrates knowledge of the strategies that promote equitable social interactions related to language and cultural differences (e.g., provide language models that prevent language loss, demonstrate a respect for bilingualism and different cultural priorities, incorporates the strengths of the family culture).

Monolingual	Bilingual	Bilingual
Monocultural	Monocultural	Bicultural
Skills:	Skills:	Skills:
Consistently implements basic strategies that communicate a safe and welcoming environment for children and families.	Consistently uses strategies that help the child feel comfortable in the educational setting. Uses the child's first language in instruction.	Consistently uses the child's first language and knowledge of the culture to facilitate interaction and model the value of language and cultural practice for children, parents, and other adults.
Indicators:	Indicators:	Indicators:
Thanks children who function as peer translators (e.g., "Thank you for helping me understand what Thabo needed").	Conducts activities in English and the first language that celebrate children's physical characteristics (e.g., eye, skin, hair colour, etc.).	Talks to DLL parents about the value and importance of speaking their language and talks to English-speaking parents about the benefits of bilingualism.
Designs the environment to reflect the language and culture of all children, including DLLs, in the setting (e.g., environmental print, family pictures, books and toys that are representative).	Plans small group activities with a mixture of English speakers and DLL children and speaks in both English and the first language (e.g., art activities, manipulatives, and book reading).	Prepares cards with the children's names written in different languages and uses them in different activities.
Uses teaching practices that support child-rearing practices of DLL families (e.g., ways of comforting children, feeding behaviours, guidance).	Uses both English and the first language to express appreciation to the group when the DLL child interacts with English-speaking children or vice versa.	Ensures that pictures used in environment and books reflect adult from various races and cultures in a wide array of occupations and roles.

G: Advanced

Demonstrates knowledge of the strategies that promote equitable social interactions related to language and cultural differences (e.g., provide language models that prevent language loss, demonstrate a respect for bilingualism and different cultural priorities, incorporates the strengths of the family culture).

Monolingual	Bilingual	Bilingual
Monocultural	Monocultural	Bicultural
Skills:	Skills:	Skills:
Begins to implement basic strategies that communicate a safe and welcoming environment for children and families.	Begins to use the child's first language to facilitate interaction and model the value of the language for children, parents, and other adults.	Begins to use the child's first language and knowledge of the culture to facilitate interaction and model the value of language and cultural practice for children, parents, and other adults.
Indicators:	Indicators:	Indicators:
Consistently uses speakers of the DLL child's language to serve as language models in the classroom.	Counteracts stereotypes about DLL children whenever possible (e.g., hears children making fun of a DLL child for speaking funny and has a class discussion about speaking different languages).	Serves as a mentor to other teachers about strategies that promote equitable social interactions.
Works with bilingual staff to encourage opportunities for children to make friends across language/culture groups (e.g., play and explore together, share successes and joys, suffer losses and recover from them, and contribute to classroom together).	Helps plan an event that displays and honours all the families' cultures to encourage understanding among the families (e.g., holiday party with songs in different languages, skits or plays that depict fables with cultural message).	Uses knowledge of language and culture to address cultural conflicts (e.g., boys playing with dolls, engaging in messy activities).
Demonstrates respect for bilingualism by working to acquire words and phrases in the first language of the children in the classroom.		Invites parents to come in to share "life stories" and their dreams for their children's future. (e.g., when I was little and growing up in ...now that I have my children, I wish for them...).

H: Demonstrates knowledge of the importance of teacher-parent relationships for the positive socio-emotional climate of DLLs.

Beginning		
Demonstrates knowledge of the importance of teacher-parent relationships in promoting positive socio-emotional climate for DLLs.		
Monolingual	Bilingual	Bilingual
Monocultural	Monocultural	Bicultural
Skills:	Skills:	Skills:
Demonstrates a strong ability to establish positive social emotional climate for DLLs.	Demonstrates a strong ability to establish a positive social emotional climate using the child's first language.	Demonstrates a strong ability to establish a positive social emotional climate using the child's first language and knowledge of the home culture.
Indicators:	Indicators:	Indicators:
Learns how to pronounce the parents' names and uses basic greetings in the first language to communicate respect and positive regard.	Greets parents in their first language and uses phrases that let parents know that they are respected and welcome.	Engages in daily conversations with parents that reflect basic cultural courtesies and communicate respect for the family's central role in the social emotional development of their child (e.g., reinforces parental wishes for child behaviour such as getting along with peers).
Demonstrates positive body language when approaching and interacting with parents.	Is attentive to parents' comments regarding their child's experiences in the program and how the children feel about the programme.	Attends to concerns from parents about the social emotional development of their child (e.g., child behaviour in the classroom, getting along with friends, playing attention to teacher, etc.).
Provides the time and attention needed when listening to DLL parents' efforts to communicate either in English or working through a translator.	Although teacher understands the language may need to consults with bicultural staff to address parental concerns (e.g., parent reports that child is complaining about another child).	
With assistance of a translator, provides parents with an overview of the early childhood programme.		

Developing

Demonstrates knowledge of the importance of teacher-parent relationships in promoting positive socio-emotional climate for DLLs.

Monolingual	Bilingual	Bilingual
Monocultural	Monocultural	Bicultural
Skills:	Skills:	Skills:
Demonstrates increasing ability to work through translators to dialogue with families to identify and clarify the expectations/concerns regarding the social emotional development of the child in the early childhood setting.	Demonstrates increasing ability to identify verbal cues embedded in conversation that indicate parents may have concerns related to the social emotional development of their child (references to fatigue, fear, changes in mood, externalizing or internalizing behaviours).	Demonstrates increasing ability to identify verbal and non-verbal cues embedded in conversation or body language that indicate parents may have concerns related to the social emotional development of their child (references to fatigue, fear, changes in mood, externalizing or internalizing behaviours).
		Demonstrates ability to initiate difficult conversations with parents regarding the socio-emotional well-being of their children.
Indicators:	Indicators:	Indicators:
With the assistance of a trusted bilingual adult, schedules annual home visits and periodic parent-teacher conferences.	Invites parents to share favourite stories about their child that will be shared in group activities (e.g., precious things they say or do, how their names were chosen).	Invites parents to share family stories that illustrate the unique family cultural heritage and the role that children, adults, elders, friends, and neighbours play in the development of family and community.
With the help of a trusted bilingual adult, initiates dialogue with parents about what each can do to support the child's positive social emotional development at home and at school (e.g., self esteem, relationship with peers, teachers, and other adults).	Conducts parent meetings with topics related to socio-emotional development of children; includes informal question and answer period and makes self available for individual conversations.	Uses their knowledge of the home culture in their conversations with parents regarding their role in maintaining and developing the first language and its impact on the child's sense of heritage and family cohesion..
Communicates positive regard directly with parents via a trusted translator and indirectly through artifacts and welcoming environment.	Engages parents in conversations regarding their role in maintaining and developing the first language and its importance to social emotional development and family cohesion.	Engages family to share favourite traditions that have been passed down from one generation to another (e.g., rhymes, songs, folktales, sayings, games, food). Collects these for sharing with children and other teachers and parents.
Invites parents and family to participate in child-centred activities that have an impact on the child's social emotional development, such as the child's or parent's birthday, end of project exhibitions, plays and recitals.		

Advanced

Demonstrates knowledge of the importance of teacher-parent relationships in promoting positive socio-emotional climate for DLLs.

Monolingual	Bilingual	Bilingual
Monocultural	Monocultural	Bicultural
Skills:	Skills:	Skills:
With the assistance of a translator, demonstrates ability to engage parents in authentic conversations regarding the social emotional well-being of their children (self-esteem, self-control, attentiveness, sociability, perseverance, cooperation/collaboration, conscientiousness, responsibility, and engagement/curiosity).	Uses the first language to demonstrate ability to engage parents in meaningful conversations regarding the social emotional well-being of their children (self-esteem, self-control, attentiveness, sociability, perseverance, cooperation/collaboration, conscientiousness, responsibility, and engagement/curiosity).	Uses first language and knowledge of the home culture to engage parents in conversations about a wide variety of issues related to the socio-emotional well-being of their children (self-esteem, self-control, attentiveness, sociability, perseverance, cooperation/collaboration, conscientiousness, responsibility, and engagement/curiosity).
		Is able to employ culturally preferred approaches to communication with parents (e.g., verbal and nonverbal, direct and indirect ways of gathering information and sharing sensitive information, posing solutions and solving problems).
Indicators:	Indicators:	Indicators:
Enlists the help of a trusted translator to conduct confidential discussions in settings that respect the family interest in discreet communication.	Communicates confidence in the parents' ability to support their child's social emotional development (e.g., observes parents' responses to their child and describes and gives meaning to the parents' actions – "it's wonderful that you spend a minute with Sally before you leave, giving her that extra attention helps Sally have a good start of her day."	Provides parent workshops on social emotional development of children and the similarities and differences between home culture and school (gender roles; relationships with teachers, elders, siblings, peers; self control, attentiveness, sociability, perseverance, cooperation, collaboration, responsibility, curiosity, expressions of feelings and approaches to learning).
Uses words, phrases and body language that communicate confidence in the parents' ability to support their child's social emotional development.	Partners with parents to support activities and experiences that promote the child's sense of self as a member of both their family and of the classroom community (e.g., invite parents to share pictures of their family to use in different activities).	Employs culturally appropriate strategies for helping parents understand the mainstream culture (e.g., , acquire new skills and perceptions, such as direct communication strategies, seeing themselves as playing an important role in their child's school success and as advocate for their child).
With the assistance of a bilingual adult, communicates clearly the expectations of the classroom (rules, procedures, and classroom structure), leaving room for the parents to give their opinion.	Through casual conversation and questionnaires about parents' interests, provides avenues for participation (e.g., parents come to school to plant seeds, make quilts or cook; parents write and discuss welcome signs, labels, the alphabet, and children's names in their first languages).	Acts as a mentor to other staff about the role of language and culture in engaging parents in the socio-emotional development of children.
Via a trusted translator, assists parents in identifying resources to assist with socio-emotional issues such as ADHD, autism, etc.		
Via a trusted translator, responds to parents' concerns regarding consequences of second language acquisition, language loss, and its impact on family cohesion.		

Necessary dispositions for teachers working with young Dual Language Learners

Teachers of DLLs should possess the following professional dispositions in order to demonstrate competencies articulated in the Dual Language Learner Teacher Competencies (DLLTC) report:

1. Establish an ongoing commitment to building one's competency and knowledge level about teaching young Dual Language Learners.
2. Maintain a commitment toward developing cultural responsiveness in the teaching of children from diverse linguistic and cultural backgrounds.
3. Develop and sustain a consciousness of the broader social realities confronting DLL populations while maintaining a commitment to care for, support, and nurture young learners and their families in their natural linguistic and cultural realities.
4. Develop and sustain a high tolerance for ambiguity, maintain an ability to live within and negotiate contradictions in pedagogy, and deal with and resolve ethical and policy dilemmas while maintaining a resilient attitude toward social and economic challenges surrounding DLL children, their families, and themselves as DLL educators.
5. Advocating for what is in the best interest of the DLL children and families.