



Bandscales for Aboriginal and Torres Strait Islander Learners

Junior Primary Listening Bandscales: Major Teaching Emphases

Level 1

- Recognise that the development of listening skills is vital for learning to occur. Monitor student comprehension (e.g. on-task, observation of student behaviour, appropriate responses to questions, using bilingual support) throughout class activities.
- Provide a language-rich environment where students have many opportunities to listen to SAE across the curriculum.
- Build relationships with the child to encourage them to take risks and become involved in interactions.
- Encourage interaction in daily habituation activities (e.g. singing known action songs, games, weather chart) to immerse children in the sounds and patterns of SAE.
- Learn about the HL of the student, specifically with regard to listening behaviours in order to accommodate student behaviour.
- Provide short, focused listening times and make explicit the need to listen at these critical teaching moments.
- Use non-threatening methods to attract students' attention and gain silence in order to give directions/instructions (e.g. sing a song, clap your hands, play 'non-verbal Simon Says' until everyone is watching, teach students to use non-verbal actions to focus other student's attention).
- Be sensitive to, accept, recognise and value the use of HL in the classroom. Competence in HL will assist in SAE development.
- Children at this level will not be able to efficiently learn new concepts if taught only in SAE. Concepts will more likely be learnt if introduced and practised in HL first where possible.
- Contextualise activities before introducing shared texts, units of work or activities where children may not have all of the cultural knowledge and experiences required.
- Use action songs and rhymes to immerse children in the sounds and patterns of SAE.
- When using games to teach and practise SAE, ensure that the content is not new or that bilingual assistance is given.

- Provide visual and/or bilingual support when giving directions or instructions.
- Give children opportunities to hear shared texts being read in a variety of ways (e.g. listening to taped stories or computerised talking books, having older students read the text to them).

Major Teaching Emphases for children with conductive hearing loss

- Increase attention to language and communication across all activities and experiences, i.e. be aware of the language you use, how the child responds in different learning contexts and what this means in terms of the child's comprehension.
- Modify the listening environment in focused activities, e.g. recognise that distance from the speaker; background noise and 'busy' noise will influence what a child hears and ultimately learns. ([See hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Modifying the Listening Environment, for more information.](#))
- Use specific teaching strategies that support students with conductive hearing loss, e.g. gain the child's attention before information is given, vary work modes, i.e. weave activities that require active listening with alternate activities that do not require this kind of concentration, because listening for long periods of time when you have a hearing loss is tiring work. ([See hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Teaching Strategies, for more information.](#))
- When using action songs and rhymes, include songs and rhymes that will emphasise sounds that a conductive hearing loss often affects, e.g. voiced fricatives 'v' as in voice, 'z' as in zoo, voiceless fricatives 'f' as in free, 'th' as in that, 'sh' as in she. Place emphasis on these sounds by planning for and providing extra opportunities for the children to hear and respond to them. Children may not pronounce the sounds correctly at this stage but the emphasis is on exposure to the sounds.
- Use the soundfield amplification system (SAS) in small and large group focused activities. ([See hyperlink on Listening Homepage: Junior Primary Listening: Specific Teaching Emphases for Students with Conductive Hearing Loss - Soundfield Amplification Systems, for more information.](#))

Level 2

- Recognise that the development of listening skills is vital for learning to occur. Monitor student comprehension (e.g. on-task, observation of student behaviour, appropriate responses to questions, using bilingual support) throughout class activities.
- Provide a language-rich environment where students have many opportunities to listen to SAE across the curriculum.
- Build relationships with the child to encourage them to take risks and become involved in interactions.
- Encourage interaction in daily habituation activities (e.g. singing known action songs, games, weather chart) to immerse children in the sounds and patterns of SAE.
- Learn about the HL of the student, specifically with regard to listening behaviours in order to accommodate student behaviour.
- Provide short, focused listening times and make explicit the need to listen at these critical teaching moments.
- Use non-threatening methods to attract students' attention and gain silence in order to give directions/instructions (e.g. sing a song, clap your hands, play 'non-verbal Simon Says' until everyone is watching, teach students to use non-verbal actions to focus other student's attention).
- Be sensitive to, accept, recognise and value the use of HL in the classroom. Competence in HL will assist in SAE development.
- Children at this level will not be able to efficiently learn new concepts if taught only in SAE. Concepts will more likely be learnt if introduced and practised in HL first where possible.
- Contextualise activities before introducing shared texts, units of work or activities where children may not have all of the cultural knowledge and experiences required.
- Recognise that the development of listening skills is vital to learn. Monitor student understanding during class activities.
- Give short sequences of directions or instructions at SAE speaker speed and provide visual and/or bilingual support if possible.
- Allow the student time to process new language.
- Provide visual support (e.g. banks of words with matching pictures) and refer to often.
- Play games to practise new vocabulary (e.g. snap, bingo, pick-a-pair card games). When using games to teach and practise SAE ensure that the content is not new or that bilingual assistance is given.
- Read stories with repetitive text and encourage students to join in.

- Encourage students to join in with activities around shared texts with teacher (e.g. transformations, cloze activities, sequencing pictures, matching caption to picture).
- Explicitly teach language differentiation and meanings through games (e.g. see activities in “Making the Jump”) in the context of current units of class work.
- Give children opportunities to hear shared texts being read in a variety of ways (e.g. listening to taped stories or computerised talking books, having older students read the text to them).

Major Teaching Emphases for children with conductive hearing loss

- Increase attention to language and communication across all activities and experiences, i.e. be aware of the language you use, how the child responds in different learning contexts and what this means in terms of the child’s comprehension.
- Modify the listening environment in focused activities, e.g. recognise that distance from the speaker; background noise and ‘busy’ noise will influence what a child hears and ultimately learns. (See [hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Modifying the Listening Environment, for more information.](#))
- Use specific teaching strategies that support students with conductive hearing loss e.g. gain the child’s attention before information is given, vary work modes i.e. weave activities that require active listening with alternate activities that do not require this kind of concentration, because listening for long periods of time when you have a hearing loss is tiring work. (See [hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Teaching Strategies, for more information.](#))
- When using action songs and rhymes, include songs and rhymes that will emphasise sounds that a conductive hearing loss often affects, e.g. voiced fricatives ‘v’ as in voice, ‘z’ as in zoo, voiceless fricatives ‘f’ as in free, ‘th’ as in that, ‘sh’ as in she. Place emphasis on these sounds by planning for and providing extra opportunities for the children to hear and respond to them. Children may not pronounce sounds correctly at this stage but the emphasis is on exposure to the sounds.
- When reading shared texts in SAE, choose books with repetitive refrains that allow children to experience rhythm and intonation and to join in.
- Plan for explicit phonological awareness activities in SAE that address lower level listening skills such as:
 - word fill and sentence completion activities using well-known songs and rhymes, and favourite stories with repetitive refrains, e.g. teacher sings ‘Heads and shoulders, knees and’ and the children sing ‘toes’;
 - discrimination activities, e.g. do these two sound the same or different?;
 - contrasting sounds that are commonly omitted or substituted, e.g. plural ‘s’ is omitted: contrast the regular plural form with the singular form; e.g. ‘b’ is substituted for ‘v’: contrast ‘v’ words and ‘b’ words , ask ‘listen to these two words, which one starts with the ‘b’ sound?’;
 - matching sounds e.g. show me another picture that starts with the same sound;

- syllable segmentation of familiar/well-known SAE words e.g. can the child segment butterfly into its syllables, but – ter - fly.

(See [hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Phonological Awareness, for more information](#)).

- Plan for auditory memory activities e.g. recall of items from a familiar category, sequencing of recalled items. (See [hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Auditory Memory, for more information](#).)
- Use the soundfield amplification system (SAS) in small and large group focused activities. (See [hyperlink: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Soundfield Amplification Systems, for more information](#).)

Level 3

- Recognise that the development of listening skills is vital for learning to occur. Monitor student comprehension (e.g. on-task, observation of student behaviour, appropriate responses to questions, using bilingual support) throughout class activities.
- Provide a language-rich environment where students have many opportunities to listen in SAE across the curriculum.
- Build relationships with the child to encourage them to take risks and become involved in interactions.
- Encourage interaction in daily habituation activities (e.g. singing known action songs, games, weather chart) to immerse children in the sounds and patterns of SAE.
- Learn about the HL of the student, specifically with regard to listening behaviours in order to accommodate student behaviour.
- Provide short, focused listening times and make explicit the need to listen at these critical teaching moments.
- Use non-threatening methods to attract students' attention and gain silence in order to give directions/instructions (e.g. sing a song, clap your hands, play 'non-verbal Simon Says' until everyone is watching, teach students to use non-verbal actions to focus other student's attention).
- Be sensitive to, accept, recognise and value the use of HL in the classroom. Competence in HL will assist in SAE development.
- Children at this level will not be able to efficiently learn new concepts if taught only in SAE. Concepts will more likely be learnt if introduced and practised in HL first where possible.
- Contextualise activities before introducing shared texts, units of work or activities where children may not have all of the cultural knowledge and experiences required.
- Play games to practise new vocabulary (e.g. snap, bingo, pick-a-pair card games). When using games to teach and practise SAE ensure that the content is not new or that bilingual assistance is given.
- Give short sequences of directions or instructions at SAE speaker speed and provide visual support (e.g. through modelling of task) and/or bilingual support if necessary.
- Allow the student time to process new language.
- Provide visual support (e.g. banks of words with matching pictures) and refer to often.
- Read stories with repetitive text and encourage students to join in.
- Encourage students to join in with activities around shared texts with teacher (e.g. transformations, cloze activities, sequencing pictures, matching caption to picture).

- Explicitly teach language differentiation and meanings through games (e.g. see activities in “Making the Jump”) in the context of current units of class work.
- Students need much input before output is expected.
- Teach prepositions and directional language in context (e.g. ‘under’ and ‘over’ could be taught and reinforced during obstacle courses, ball games, weaving, songs, number facts).
- Give children opportunities to hear shared texts being read in a variety of ways (e.g. listening to taped stories or computerised talking books, having older students read the text to them).

Major Teaching Emphases for children with conductive hearing loss

- Increase attention to language and communication across all activities and experiences, i.e. be aware of the language you use, how the child responds in different learning contexts and what this means in terms of the child’s comprehension.
- Modify the listening environment in focused activities, e.g. recognise that distance from the speaker; background noise and ‘busy’ noise will influence what a child hears and ultimately learns. ([See hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Modifying the Listening Environment, for more information.](#))
- Use specific teaching strategies that support students with conductive hearing loss, e.g. gain the child’s attention before information is given, vary work modes, i.e. weave activities that require active listening with alternate activities that do not require this kind of concentration, because listening for long periods of time when you have a hearing loss is tiring work. ([See hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Teaching Strategies, for more information.](#))
- When using action songs and rhymes, include songs and rhymes that will emphasise sounds that a conductive hearing loss often affects, e.g. voiced fricatives ‘v’ as in voice, ‘z’ as in zoo, voiceless fricatives ‘f’ as in free, ‘th’ as in that, ‘sh’ as in she. Place emphasis on these sounds by planning for and providing extra opportunities for the children to hear and respond to them.
- When reading shared texts in SAE, choose books with repetitive refrains that allow children to experience rhythm and intonation and to join in.
- Plan for explicit phonological awareness activities in SAE that address lower level listening skills such as:
 - discrimination activities, e.g. do these two sound the same or different;
 - contrasting sounds that are commonly omitted or substituted e.g. plural ‘s’ is omitted: contrast the regular plural form with the singular form; e.g. ‘b’ is substituted for ‘v’; contrast ‘v’ words and ‘b’ words , ask ‘listen to these two words, which one starts with the ‘b’ sound?’;
 - matching sounds e.g. show me another picture that starts with the same sound;
 - syllable segmentation of familiar/well known SAE words e.g. can the child segment butterfly into its syllables, but – ter - fly.

(See [hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Beginning Phonological Awareness Activities](#), for more information).

- Plan for explicit sentence level activities in SAE that address higher level language skills such as:
 - word fill and sentence completion activities using pairs (e.g. table and -----, dustpan and -----), opposites (e.g. up and ----, black and -----) and noun to verb associations (e.g. kick a ----, tie a ---).
 - sentence arrangement, and sentence expansion e.g. arranging words in a sentence to make meaning, change meaning.

(See [hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Sentence Level](#), for more information).
- Plan for lower-level auditory memory activities e.g. The teacher names two items from a set of 4-5 objects that the child is familiar with and the children select those two items from the set in the correct sequence. (See [hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Auditory Memory](#), for more information.)
- Provide context-based, real-life opportunities for children to develop question forms. Development of question forms is hierarchal and therefore needs to be introduced with an understanding of the developmental sequence children follow as they learn about questions - understanding them and using them. Barrier games are a useful way of introducing and practicing question forms. (See [hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Question Forms](#), for more information.)
- Use the soundfield amplification system (SAS) in small and large group focused activities. (See [hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Soundfield Amplification Systems](#), for more information.)

Level 4

- Recognise that the development of listening skills is vital for learning to occur. Monitor student comprehension (e.g. on-task, observation of student behaviour, appropriate responses to questions, using bilingual support) throughout class activities.
- Provide a language-rich environment where students have many opportunities to listen in SAE across the curriculum.
- Build relationships with the child to encourage them to take risks and become involved in interactions.
- Encourage interaction in daily habituation activities (e.g. singing known action songs, games, weather chart) to immerse children in the sounds and patterns of SAE.
- Learn about the HL of the student, specifically with regard to listening behaviours in order to accommodate student behaviour.
- Provide short, focused listening times and make explicit the need to listen at these critical teaching moments.
- Use non-threatening methods to attract students' attention and gain silence in order to give directions/instructions (e.g. sing a song, clap your hands, play 'non-verbal Simon Says' until everyone is watching, teach students to use non-verbal actions to focus other student's attention).
- Be sensitive to, accept, recognise and value the use of HL in the classroom. Competence in HL will assist in SAE development.
- Children at this level will not be able to efficiently learn new concepts if taught only in SAE. Concepts will more likely be learnt if introduced and practised in HL first where possible.
- Contextualise activities before introducing shared texts, units of work or activities where children may not have all of the cultural knowledge and experiences required.
- Use action songs and rhymes to immerse children in the sounds and patterns of SAE.
- Give children opportunities to hear shared texts being read in a variety of ways (e.g. listening to taped stories or computerised talking books, having older students read the text to them).

Major Teaching Emphases (for children with conductive hearing loss)

- Increase attention to language and communication across all activities and experiences, i.e. be aware of the language you use, how the child responds in different learning contexts and what this means in terms of the child's comprehension.

- Modify the listening environment in focused activities, e.g. recognise that distance from the speaker; background noise and ‘busy’ noise will influence what a child hears and ultimately learns. ([See hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Modifying the Listening Environment, for more information.](#))
- Use specific teaching strategies that support students with conductive hearing loss, e.g. gain the child’s attention before information is given, vary work modes, i.e. weave activities that require active listening with alternate activities that do not require this kind of concentration, because listening for long periods of time when you have a hearing loss is tiring work. ([See hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Teaching Strategies, for more information.](#))
- When using action songs and rhymes, include songs and rhymes that will emphasise sounds that a conductive hearing loss often affects, e.g. voiced fricatives ‘v’ as in voice, ‘z’ as in zoo, voiceless fricatives ‘f’ as in free, ‘th’ as in that, ‘sh’ as in she. Place emphasis on these sounds by planning for and providing extra opportunities for the children to hear and respond to them.
- When reading shared texts in SAE, choose books with repetitive refrains that allow children to experience rhythm and intonation and to join in.
- Plan for explicit phonological awareness activities in SAE that address lower level listening skills such as:
 - discrimination activities, e.g. do these two sound the same or different;
 - contrasting sounds that are commonly omitted or substituted e.g. plural ‘s’ is omitted: contrast the regular plural form with the singular form; e.g. ‘b’ is substituted for ‘v’: contrast ‘v’ words and ‘b’ words , ask ‘ listen to these two words, which one starts with the ‘b’ sound?’;
 - matching sounds, e.g. show me another picture that starts with the same sound
 - syllable segmentation of familiar/well known SAE words, e.g. can the child segment butterfly into its syllables, but - ter- fly.([See hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Phonological Awareness, for more information.](#))
- Plan for explicit sentence level activities in SAE that address higher level language skills such as:
 - word fill and sentence completion activities using pairs (e.g. table and -----, dustpan and -----), opposites (e.g. up and----, black and -----) and noun to verb associations (e.g. kick a ----, tie a ---)
 - sentence arrangement, and sentence expansion e.g. arranging words in a sentence to make meaning, change meaning.([See hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Sentence Level, for more information.](#))
- Plan for higher-level auditory memory activities, e.g. the teacher names 5 items from a common set, e.g. fruit, and asks the children to name ‘only those with brown seeds’. ([See hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Auditory Memory, for more information.](#))

- Provide context-based, real-life opportunities for children to develop question forms. Development of question forms is hierarchal and therefore needs to be introduced with an understanding of the developmental sequence children follow as they learn about questions - understanding them and using them. Barrier games are a useful way of introducing and practising question forms. ([See hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Question Forms, for more information.](#))
- Plan for explicit teaching of speech improvement activities. ([See hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Speech Improvement, for more information.](#))
- Stimulate verb tense in short, planned activities. ([See hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Verb Tenses, for more information.](#))
- Use the soundfield amplification system (SAS) in small and large group focused activities. ([See hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Soundfield Amplification Systems, for more information.](#))

Level 5

- Recognise that the development of listening skills is vital for learning to occur. Monitor student comprehension (e.g. on-task, observation of student behaviour, appropriate responses to questions, using bilingual support) throughout class activities.
- Provide a language-rich environment where students have many opportunities to listen in SAE across the curriculum.
- Build relationships with the child to encourage them to take risks and become involved in interactions.
- Learn about the HL of the student, specifically with regard to listening behaviours in order to accommodate student behaviour and explicitly teach alternative SAE behaviours.
- Provide focused listening times and make explicit the need to listen at these critical teaching moments.
- Use non-threatening methods to attract students' attention and gain silence in order to give directions/instructions (e.g. sing a song, clap your hands, play 'non-verbal Simon Says' until everyone is watching, teach students to use non-verbal actions to focus other student's attention).
- Be sensitive to, accept, recognise and value the use of HL in the classroom. Competence in HL will assist in SAE development.
- Contextualise activities before introducing shared texts, units of work or activities where children may not have all of the cultural knowledge and experiences required.
- Encourage and sensitively praise risk-taking as this indicates development and progress.
- In order to encourage risk taking and creativity, use barrier games (as suggested in First Steps Oral language resource Book pp. 109-117 - using concrete materials and pictures/pen/paper). Always ensure vocabulary (such as object labels and directions) is known before introducing the game.
- Challenge children to use more complex SAE language by planning activities that require listening to extended vocabulary and concepts.

Major Teaching Emphases for children with conductive hearing loss

- Increase attention to language and communication across all activities and experiences, i.e. be aware of the language you use, how the child responds in different learning contexts and what this means in terms of the child's comprehension.
- Modify the listening environment in focused activities, e.g. recognise that distance from the speaker, background noise and 'busy' noise will influence what a child hears and ultimately learns. ([See hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Modifying the Listening Environment, for more information.](#))

- Use specific teaching strategies that support students with conductive hearing loss, e.g. gain the child's attention before information is given, vary work modes, i.e. weave activities that require active listening with alternate activities that do not require this kind of concentration, because listening for long periods of time when you have a hearing loss is tiring work. (See [hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Teaching Strategies](#), for more information.)
- Plan for explicit phonological awareness activities in SAE that address higher level listening skills, e.g.
 - phoneme segmentation e.g. 'sun' is made up of three phonemes 's', 'u', 'n', - can the child segment 'sun' into the phonemes and phoneme deletion activities? e.g. if you take 'f' out of the word 'fish' what are we left with?'ish'. Target words used must be useful and meaningful. (See [hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Phonological Awareness](#), for more information.)
- Plan for explicit sentence level activities in SAE that address higher level language skills such as:
 - word fill and sentence completion activities using pairs (e.g. table and -----, dustpan and -----), opposites (e.g. up and----, black and -----) and noun to verb associations (e.g. kick a ----, tie a ---);
 - sentence arrangement, and sentence expansion e.g. arranging words in a sentence to make meaning, change meaning.
(See [hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Sentence Level](#), for more information.)
- Plan for higher-level auditory memory activities, e.g. The teacher names 5 items from a common set, e.g. fruit, and asks the children to name 'only those with brown seeds'. (See [hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Auditory Memory](#), for more information.)
- Provide context-based, real-life opportunities for children to develop question forms. Development of question forms is hierarchal and therefore needs to be introduced with an understanding of the developmental sequence children follow as they learn about questions - understanding them and using them. Barrier games are a useful way of introducing and practising question forms. (See [hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Question Forms](#), for more information.)
- Plan for explicit teaching of speech improvement activities. (See [hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Speech Improvement](#), for more information.)
- Stimulate verb tense in short, planned activities. (See [hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Verb Tenses](#), for more information.)
- Introduce focused opportunities for children to retell information and stories. (See [hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Retelling](#), for more information.)

- Use the soundfield amplification system (SAS) in small and large group focused activities. (See hyperlink on Listening Homepage: Junior Primary Listening, Specific Teaching Emphases for Students with Conductive Hearing Loss - Soundfield Amplification Systems, for more information.)

Level 6

- Recognise that the development of listening skills is vital for learning to occur. Monitor student comprehension (e.g. on-task, observation of student behaviour, appropriate responses to questions, using bilingual support) throughout class activities.
- Provide a language-rich environment where students have many opportunities to listen in SAE across the curriculum.
- Build relationships with the child to encourage them to take risks and become involved in interactions.
- Learn about the HL of the student, specifically with regard to listening behaviours in order to accommodate student behaviour and explicitly teach SAE listening behaviours.
- Provide focused listening times and make explicit the need to listen at these critical teaching moments.
- Be sensitive to, accept, recognise and value the use of HL in the classroom. Competence in HL will assist in SAE development.
- Contextualise activities before introducing shared texts, units of work or activities where children may not have all of the cultural knowledge and experiences required.

Level 7

- Recognise that the development of listening skills is vital for learning to occur. Monitor student comprehension (e.g. on-task, observation of student behaviour, appropriate responses to questions, using bilingual support) throughout class activities.
- Provide a language-rich environment where students have many opportunities to listen in SAE across the curriculum.
- Build relationships with the child to encourage them to take risks and become involved in interactions.
- Encourage interaction in daily habituation activities (e.g. singing known action songs, games, weather chart).
- Learn about the HL of the student, specifically with regard to listening behaviours in order to accommodate student behaviour and explicitly teach SAE listening behaviours.
- Raise awareness of the differences between HL and SAE at appropriate times, i.e. accepting what the child says and modelling it back in SAE and incidentally explaining differences with bilingual support/rephrasing.
- Be sensitive to, accept, recognise and value the use of HL in the classroom. Competence in HL will assist in SAE development.
- Contextualise activities before introducing shared texts, units of work or activities where children may not have all of the cultural knowledge and experiences required.