

**WHAT BRINGS
YOU HERE TO
THE THIRD
NETWORK
MEETING?**

**Learning /
professional development:**

- An interest in the development of oral language. Change over time in children's learning and it's relationship to literary learning in schools.
- For primary teachers to know what is involved in teaching oral language
- Improving the effectiveness of ECE teachers in fostering children's language development
- Passion – for helping children to communicate and supporting parents to build their skills
- Belief that we can do more as professionals and as a society
- Passion for supporting 4year olds to become the best they can be
- Fact-finding mission
- The environmental conditions children find themselves in today....and the important journey of "opening-up" each child's amazing capabilities is what brings me here to collaborate, share, find pathways of enablement
 - My role as a kaimanaaki / whanau worker, working with children brings me here.
 - Interested to learn more on the context of growing great oracy in NZ

**Supporting
children and whanau:**

- Interest in supporting vulnerable families to ensure their children begin school at the same level as their peers
- Finding other techniques to get beyond obsessive and narrow-focused interests that have little communication. Like watching television/ films and commercial themes that take over such 'Frozen' and "Dinosaurs"
- I-pad and phone games – no chance to verbalise requests or needs
- It is everyones business to prevent the dampening of flames of children's potential
- Supporting mothers from generations of failure in mainstream education. How to help them succeed and role model success in learning and the importance of words on their child's spirit
- To connect for more opportunities for our families who are often vulnerable / CYF and low income / WINZ whanau
- To encourage reading, talking and positively building-up skills and confidence
- My interest relates to projects within libraries where we want to investigate new approaches
- Help mothers role model success in learning - a need for many who failed / dropped out of mainstream and resources to help families and children to succeed in early literacy experiences
 - A desire to provide and educate tamariki with the best support and opportunities
 - Supporting children who have a amazing capacity to learn, they thirst for it and embrace it in their fullness
 - Care for our babies and very young children – with the best beginning
 - Supporting families to support their child's learning
 - Opportunities and strategies for Maori

WHAT BRINGS YOU HERE TO THE THIRD NETWORK MEETING?

Bilingual and all language use:

- Differences in languages inside and outdoors
- Ensuring that University courses for teachers in language/literacy prioritise the importance of oral language for success
- Deep concern for children from bilingual families who are poorly served by educators in Primary / ECE
- A strong belief in the importance of literacy development and a love of language
- Talking interactions are one of the signs of healthy families
- Oracy is missing from literacy conversation of teachers to young children 0-8 years
- Oral literacy across all of curriculum

Networking / collaborative action:

- To connect with others – collective impact
- To take part in collective impact – sharing ideas and resources, especially current practices and theories successfully transitioning tamariki to school
- Find more “sisters of the heart”
- To help resource families in our community through effective partnerships
- To be part of this collective focus

WHAT ARE YOUR BURNING QUESTIONS TODAY?

Critical issues:

- Optimal conditions for children
- How do we make ‘talking tools’ and abilities accessible to all parents?
- How can we help Maori men talk to their tamariki?
- How do we engage parents and bring all services on board?
- How do we engage families to see this as important?
- Supporting language development - the best ways.
- Services for children with additional needs. Are they all being included?
- How can we better serve people who aren’t current users of our services?
- How to teach families who have more than one language?
- Where in the Education Council teaching framework is oral language a priority?
- How can my organisation collaborate to share resources, and access to families?
- More parent workshops / training to run and promote to whanau i.e. “Much more than words”
- All movements need money. How do we secure funds for Talking Matters?
 - Do we have access to everyone’s websites?
 - Will we get links for websites after this please?

WHAT ARE THE INSIGHTS GAINED AT THIS TALKING MATTERS MEETING?

Social action:

- Working all together
- We are all fundamentally social beings and need interaction to flourish
- All levels need to work with adults and children
- Kotahitanga (unity/solidarity - as together everyone achieves more)
- The invisible connections between our work
- Use and find good strategy that other organisations use well
 - It's everyone's business...and it takes a village. How might we be part of that village?

Behaviour:

- Make time to talk and to listen to children
- Listening as a foundation to build receptive and expressive language orally
- Slowing relationships using listening and less pace
- So much is learnt by a modelling environment. Socialise with parents and children and talk with each other
- Teacher education training has 400 classes, with 5 on oracy
- Modelling our knowledge, as empowering matters
- Awareness with words. Adults to look at how they talk with each other
 - Talking too much? Initiatives for children who want to be quiet

First language:

- Educate for transfer between languages
- Support and extend existing oral language
- Importance of mother tongue culture and using it as the basis to grow confidence and connect with culture
- ESOL parents don't necessarily know how to teach their young child English
- We should be developing and using parenting programmes from our own culture rather than importing them
- Migrant parents tend to rush adapting to new culture, it can push children to learn English without much support and strategy. This can be eliminated by empowering parents but also creating a supporting environment at primary schools for these children to prevent bullying
- The importance of starting with a child's first language and the most proficient language with the family
- Some children don't have the experience that exposes them to lots of different words
- The cultural implications and challenges when talking to children and engaging in dialogue
 - Using language that promotes interaction

Technology

- Does our environment encourage interaction?
- Can technology be a barrier?
- Recognise technology is here in our environment
- There is 'no app that replaces your lap'
- Limit screen time - spend actual face-time
- Maximise time travelling in car/bus/train by using games and promoting oracy
 - Use technology for expanding access to support communication once the relationship is established

**WHAT WERE
THE INSIGHTS
GAINED AT THIS
TALKING
MATTERS
MEETING?**

**Strategies
and approaches:**

- When you see an opportunity - act!
- Use visual language to open-up. Try using books/drawing/pictures
- The importance of location and who holds more power
- Help families learn specific strategies to enhance oral language
- Be open, start spotting/spying for new opportunities
- Having things to talk about. Use hands-on concrete active learning
- The outdoors promotes increased oral language. Go outside to encourage richer conversations with children
- Positive language and banning the phrase 'be careful'. Think of children's point of view and how they learn by exploration
- Reaching parents with child development information. Aligning early learning with brain and relationship developmental stages
 - Helping educators understand why oral language is central to learning
 - Using our passion for giving every child a chance to be anything they want to be
 - Using these new resources and referring back to the 'Talking Trouble' workshop from 2013

Thanks

We wish to thank you all for your commitment and contribution, the opportunity to exchange information, make some tools and discuss shared concerns led to the success of the Talking Matters workshop.