

Talking Matters: early oral language and school readiness meeting April 23, 2015

Kohia Education Centre, Faculty of Education, University of Auckland Epsom

Topic	Key concepts/discussion points	Actions/Follow up
<p>What your organisation has done about early oral language since last meeting</p>	<p>Key themes</p> <ul style="list-style-type: none"> • There is networking and a growing an understanding of what can be done; using resources in the group as a starting point • Research is underway; TLRI funded research into bilingual children; ECEs in Manaiakalani are doing a structured research project with MOE; Willowbank school is starting a small scale oral language and play research project • Others are scoping projects – mostly small scale PD projects • Observations - All projects are ad hoc and isolated. No common framework; no common measurement; no way at the moment to share data 	<p>List of peoples reported actions attached</p>
<p>Early oral language definitions paper</p>	<p>Discussion points</p> <ul style="list-style-type: none"> • A valuable paper because it gives useful academic underpinning. • Need to have a <i>one page summary</i>, including a diagram. Ask Phoebe Snow from Australia if we can use her diagram • The paper needs to include comments about the barriers to early oral language as well. What suppresses or stops oral language from developing? safety, chaotic family lives, cultural beliefs about children’s rights to speak out; ridicule if people speak • Have to be careful about the unique nature of families: give families information – rather than telling them what to do or how they ‘should’ behave • Need to stress the importance of relationships. We must avoid assuming that low literacy means poor relationships. • Two way relationships feed language and language builds relationships. Relationships need to be the underpinning of the diagram. • Needs more consideration of oracy in other languages – or are we talking about only English environment schools and English literacy • Is the information in this paper accessible for all? Is it a draft or a work in progress. Need to flag what can and can’t be shared • Where is writing? The visible output of success is expressive writing. 	<p>Phoebe Snow has granted permission or her diagram to be used and adapted – please keep her informed.</p> <p>Needs to go in a repository – COMET to set up</p>

<p>Winston Churchill – Fellowship presentation</p>	<p>Alison Sutton presented some headline findings from her Winston Churchill Fellowship on city-wide literacy action.</p> <p>Comments from the floor: Need to be careful about children being ‘school ready’. Deficit thinking. Focus has to be on ‘Child-ready schools’ - schools need to be ready for the children who are coming. What % of children have the ‘school ready’ characteristics we are after? Not necessarily that families are doing the wrong thing. Do they know school expectations? Are we asking whether children are ready for English medium schools?</p>	<p>Powerpoint attached and available on COMET & Learning Auckland websites</p>
<p>Self review process – discussion led by MOE</p> <p>Maryanne O’Hare, Kay Tracey</p>	<p>In small groups we talked about what makes a good communicator? [see list below]</p> <p>Resources available from or suggested by the MOE</p> <p><i>ECE - Reflective questions for a language rich environment</i> (ECE curriculum criterion 8) http://www.lead.ece.govt.nz/ServiceTypes/CentreBasedECEServices/Curriculum/ChildrenAsLearners/C8Language-richEnvironment/Considerations.aspx?p=2</p> <p><i>ECE - Self review guidelines</i> http://www.lead.ece.govt.nz/ManagementInformation/GoverningAndManaging/SelfReviewGuidelinesForEarlyChildhoodEducation.aspx</p> <p><i>ECE Print copies of Ngā arohaehae whai hua</i> / Self-review guidelines for early childhood education can be requested from: Ministry of Education Customer Services Phone 0800 660 662 Fax 0800 660 663</p> <p><i>ECE / schools Much More Than words</i> –information on typical communication development for parents, whanau and early childhood teachers</p> <p>http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/PublicationsAndResources/ResourcesForEducators/MuchMoreThanWordsRevised.aspx</p> <p><i>UK Every Child a talker guidance</i> http://www.foundationyears.org.uk/2011/10/every-child-a-talker-guidance-for-early-language-lead-practitioners/</p> <p><i>ECE Interaction, Communication and Literacy Skills Audit</i> from University of Sydney and NSW government – A self audit tool for ECEs</p> <p><i>Schools - Learning through Talk</i> – MOE resources (available from Down the Back of the Chair) Years 1-3, 4-8</p>	<p><i>Much more than words</i> attached and available on website</p> <p>PDFs and links to other resources provided</p>

	<p><i>Key messages:</i> start with people who interact with children on a daily basis; ask them how they might add to their professional practice to improve learning</p> <p>Need rich data and information that will tell centres how they know they are making a difference; a self –review process is a starting point</p> <p><i>Discussion points from the floor</i> The MOE is setting up 20 ECE networks across the city. We could use these as centres for reflection on a specific topic.</p> <p>How do we know there is a problem? Research (including ERO reports) says there is a paucity of conversation between adults and children in ECE and the conversation that does happen is lower level talk.</p> <p>There are small studies: on the surface in some situations, children’s language looks fine, but deeper analysis shows it is not okay.</p> <p>Parents are not getting the message they are ‘brain builders’ – anything but – they are being disempowered by the focus on ECE</p> <p>The Centre for Innovation reports from 2003-2009 studies have records of conversations – good practice examples</p> <p>Need a framework, messages and tools to get action across the system.</p> <p>ERO needs to be in the room. – essential for quality</p>	
	<p>Actions:</p> <p>Next forum: school readiness/schools readiness for children and transition programmes</p> <p>Link to Dept Corrections - who are working with parents to use family visits to support children’s learning</p> <p>Build repository of existing knowledge and resources and examples of talking with children.</p> <p>Create videos that all can use (complex); Brainwave Trust have resources but not fathers.</p> <p>MOE – videos of examples of language development sent to all schools</p> <p>Patsy [and Alison] talk to all adult literacy organisations about the continuing value of oral language.</p> <p>Lesley: could do a workshop on HIPPY so people know how it works;</p>	<p><i>Steering group to plan next sessions in light of these notes</i></p>

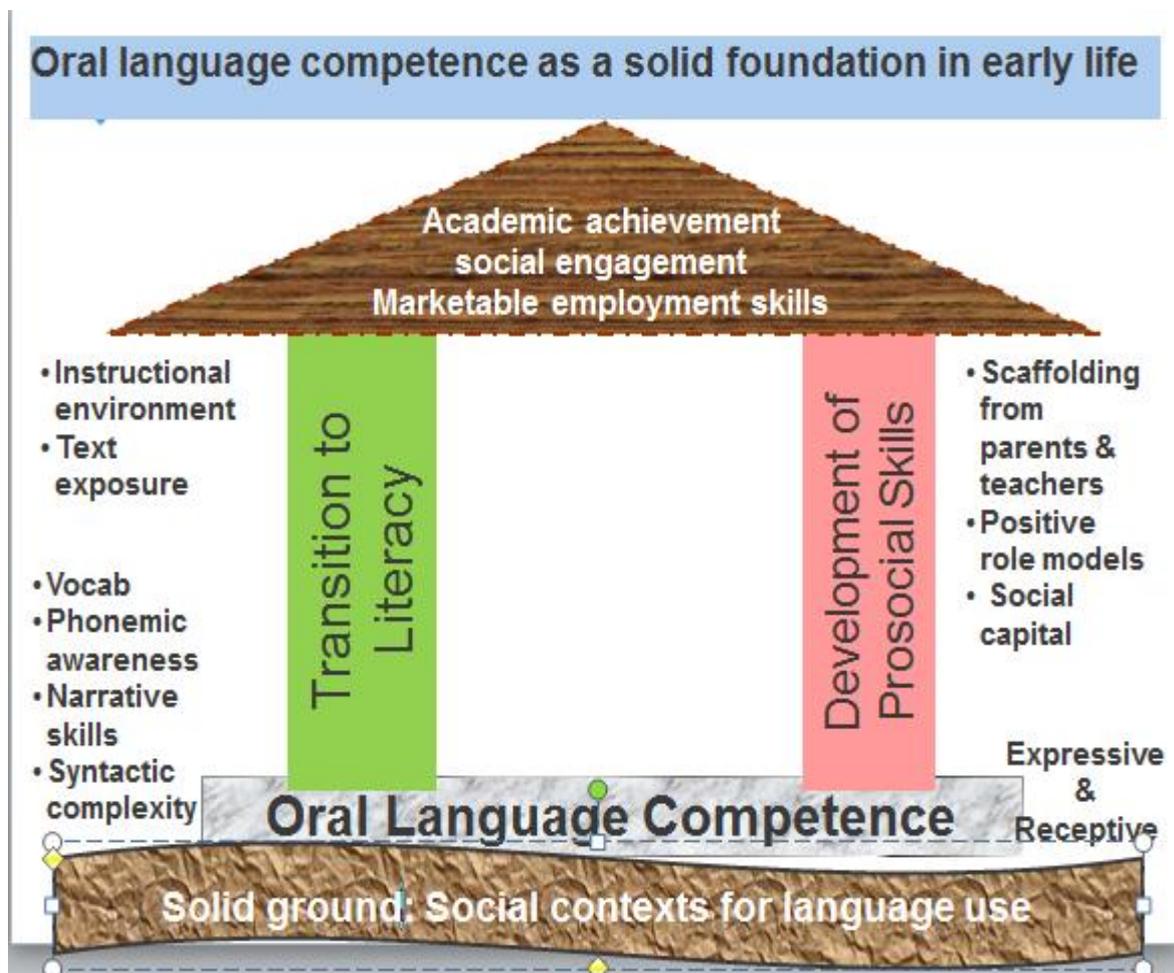
	<p>stress that it is not in competition with ECEs</p> <p>Faculty of Ed: ensuring oracy is strongly present in literacy courses – and stress the importance of early language acquisition</p> <p>Kay; start with an example – an ECE that wants to partner with parents and community; how could we support that with links to research, video – a small concrete example</p> <p>Maryanne: we know how to talk to kids; how can we be more intentional and have more tools for adults</p> <p>Hold a conference: or link to Languages and Diversity conference First week in December – Judy Clegg; hold an early oral language seminar as a conference adjunct (Nola)</p> <p>Forum on school readiness/transition programmes Forum on working with bilingual children</p> <p>Need something to give to families: one pager – something every family could use.</p> <p>Emerging Issues and Opportunities for the Talking Matters network</p> <p>Keeping track of what everyone is doing – provide a name and email list</p> <p>Repository</p> <ul style="list-style-type: none"> • Drop Box • Flag what is draft / what is public <p>Where are the men?</p> <ul style="list-style-type: none"> • Who should be here • Would a focus on dads need a different approach? 	
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MOE session: What makes a good communicator?

- Genuine interest – Authentic
- Engagement and respect
- Value child’s contributions
- Conversation rather than interrogation - expectant look –
- Fun and two directional
- Follows child’s interest. Talk about their interest
- Flexible adults
- Follow child’s lead. Use language they understand
- Tolerate child’s varying ability/repertoire
- Being at a physical level with child
- Wait. Give Time to respond/think
- Use the same words
- Warm face. Eyes smile. Be present
- Connect with child - link to other experiences
- Ignite the mind – commenting/scaffolding. Providing opportunities

- Vary opportunities for child to talk about
 - use what the child is interested in
- Think about how to extend their interest to continue engagement
- Acknowledge and reinforce what the child is contributing – affirm by commenting e.g. descriptive praise, repeating
- Model ourselves as shares of information e.g. comment more than question. Share specific vocabulary when it is interesting and relevant
- Telling a story with everything you have: words, body language, expression, tone, connecting to personal experience. Keep them engaged. Sustained interaction

Pamela Snow’s Language House – she has given us permission to use and adapt.



Talking matters: Supporting early oral language
Report back on action April 23, 2015

Barnardos Kid Start Childcare Home-based

Beginning a national review on transitioning to school

Faculty of Education, Uof A

TLRI research: building up data about oral language use in 4 ECE centres in Auckland – include video material

TRI research; presenting on children who are learning in more than one language.

What language is preferred?

Developing mechanisms for supporting oracy and promoting change and gathering evidence of change

In undergraduate teachers courses at Faculty of Education – Language and literacy.

In 5 courses including compulsory 1st year course.

Ensuring an ongoing and explicit focus on oral language in all learning, specifically literacy.

Importance of vocabulary knowledge. Strong focus on oral language in learning English as an additional language. Promoting using language to support new English learning.

Promoting resource 'Learning through Talk' MOE

Mangere Bridge Kindergarten

Ongoing work on transition to school in our community from COI Research

Plunket

Networking with MOE; Storytime; Libraries

Working on establishing groups in high need areas

MOE

Networking Autism NZ; Plunket

Establish Early Learning Networks of ECE services in geographical areas

Teacher Talk: a Partnership between MOE/Manaikalani Education Trust to provide PLD for oral language for teachers in ECE centres in Tamaki

Supporting Playgroups – a partnership with SLT. A Workshop reading programme action orientated

CCS

Piloted an oracy literacy programme with video coaching techniques (with MOE)

Auckland Libraries

Literacy Programme extended to more kohanga

Oral storytelling in Te Reo Maori by Maori language experts. In collaboration with Te Reo Wainene o Tua (Sweet Stories of Yesterday) Maori Storytellers Guild

Auckland Libraries Project (with Jannie vH). The focus - developing imaginative, engaged, expressive children through libraries.

Mandarin speaking playgroups- link in with Plunket

Literacy Auckland (adult literacy)

School Readiness Programme – literacy and language for and by parents.

Workplace programme (gaps – confidence shy, feel of inadequacies, limited range of text repertoire – language assessment of adults and impact on children.

Rolling Out Whānau Literacy – community based, supporting parents

Early Learning Centre

Taking a Region Emilia focus. Drawing up an action plan re oracy – outdoor/indoor engagement – environmental learning

YMCA

Raising level/focus of discussion – no framework

Looking for funding for story sacks for centres to use with families

Storypark launched at most centres – engaging parents in sharing stories of family life when children are not in ECE setting

SPACE NZ Trust (For babies under 1)

Pilot – PaFT (parents as first teachers); Group peer to peer [1:1 + group focus]

SPACE Team meetings –conversations re talk/oracy in training and curriculum

Met with Tony from Storytime Foundation re working together

HIPPY

Internal review of language content of programme – relevance for participating families

Core Education

Has an incubator project to develop resources/PLD for EY teachers

Plunket

Providing nurses with up to date information on encouraging oracy. Nursing appraisals and observatory has a better focus on oracy

Arranged professional development for B4SC nurses. (Networking with MOE)

Willowbank School

Oracy Project. Working group for developing resources to improve oracy through play and target activities that can be shared with other schools. 2 year trial. RTL, Occupational Therapist, Doctor, Teacher, Parent)

Success for Little People

Since last time – 8th workshop now for 99 field workers

52 pamphlets looking at workers to digitise them into a pack of cards. Workshops scheduled- fono group, caravan park, West Auckland hub; to get parents feedback

Child Youth and Family

Writing a piece for the CYF Practice Centre (still in progress) . Practice Centre is available to public on CYF website

Organised training for youth justice staff with 'Talking Trouble'

Had 'Talking Trouble' speak to the Family Courts Association which include lawyers who represent children

Brainwave Trust

Early brain development – literature on importance of relationship/parent/ adult in language/oral/ development

Talking Trouble Aotearoa NZ

Professional development for Judges, family court SIG, CYF, Solomon Group, letter to Minister and Spoken to Pat Tuohy (MoH) and Children's Commission

Will be at RTLB conference

Jannie: Auckland Uniservices Ltd

Developing Video compilations of child's development (2-3 video) & raising one – first language, bilingual child

Preparing a background/foundational statement on oracy

ECE/PD Schools re interactional/discourse patterns – totally affecting 'talk in classroom'

Intensive Oral Language programme – training for Yr 1 & 2 teachers

Non attributable

- Had meeting with Auckland libraries – In discussion about how we can make reading programmes accessible for children with differing abilities. Watch this space
- Talking about support for early childhood teachers around facilitating oral language in young children
- Talked to Shortland Street about getting oral language storyline. Anyone keen?
- Met with local ECE teachers and discussed oracy – importance for school readiness – from that spoken at ECE centre to parents
- 'Reading Together' done well, could be called 'Talking Together'
- New SIG – special intent group for Speech and language therapists and vulnerable children and youth