



# Talking Matters – Extending Their Language – Expanding Their World?

Explaining the document through talk and stories

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**Education Review Office**  
Te Tari Arotake Mātauranga



# National Evaluation Topics

- They are:
- ERO's method for collecting information across the nation
- sometimes on topics nominated by the Minister
- sometimes on topics to highlight high quality practices or concerns identified in ERO reports
- sometimes on a topic of interest for Ministry of Education



**ERO asked the question: “What is the early learning service or school doing in response to children’s oral language learning and development, including concerns about and needs of particular children?”**

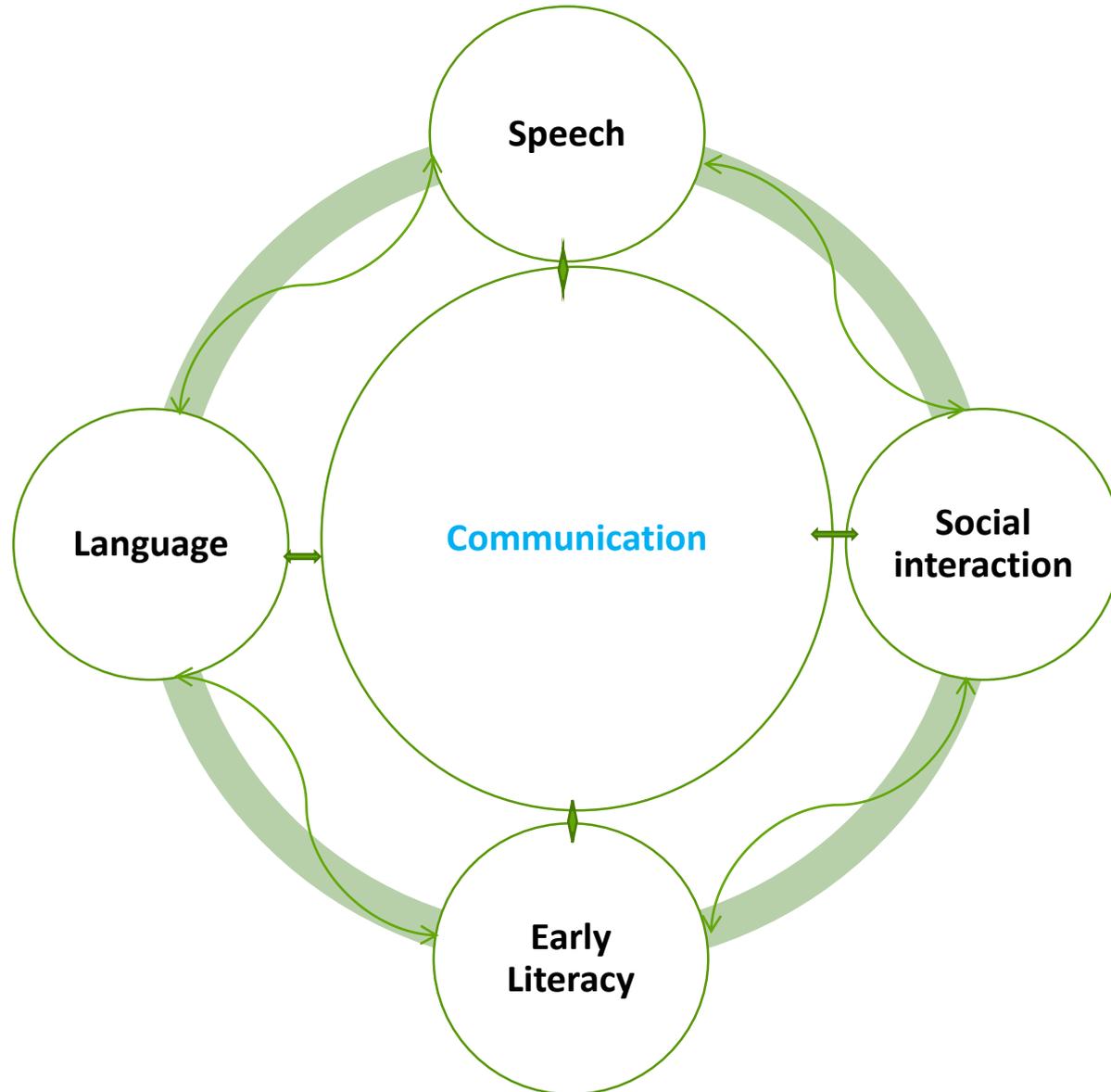
ERO was concurrently undertaking a separate evaluation in Auckland focused on how well schools and early learning services respond to the diversity of languages in their learning communities.

# Overview of ERO's Key Findings

- In early learning services: Professional and pedagogical leadership was critical in building the capability and capacity of teachers to promote and support children's oral language learning and development
- In the first three years of primary school: As with ECE Centres, there were common themes in the way the most effective primary schools supported students' oral language learning and development
- **However improvements were needed in many ECE services and schools to support oral language learning and development**



# The Parts of Communication



# Responding to linguistically diverse learners:

- Research has established that being bilingual promotes key aspects of children's cognitive development
- Children learn an additional language best when they are able to draw on prior knowledge of their first language/s
- Diversity of first languages is rapidly increasing, particularly in Auckland

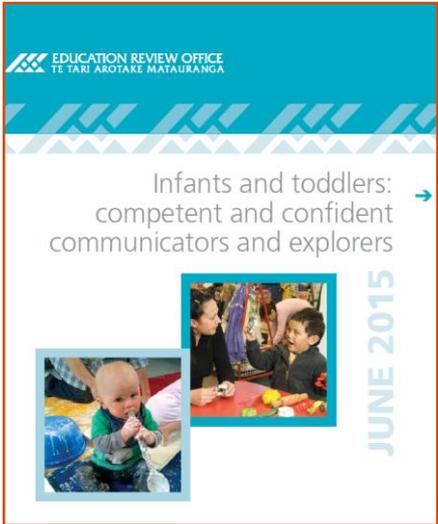
*It is important to:*

- Make strategic staff appointments
- Have strong relationships with whānau/families
- Understand the changing demographics of the community and knowledge of the networks to support language diversity



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ERO has released a number of other booklets to support ECE services in providing high quality education and care for children



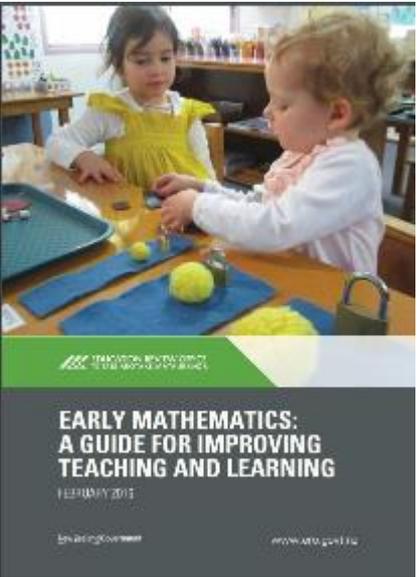
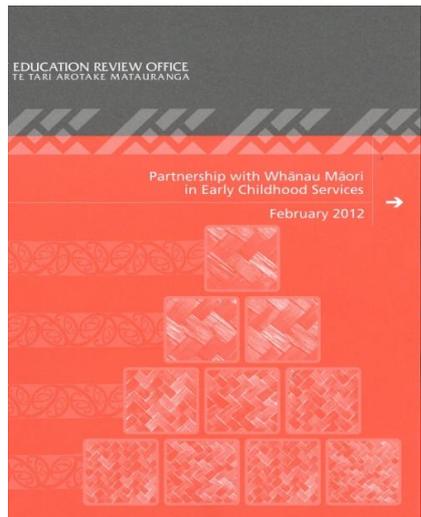
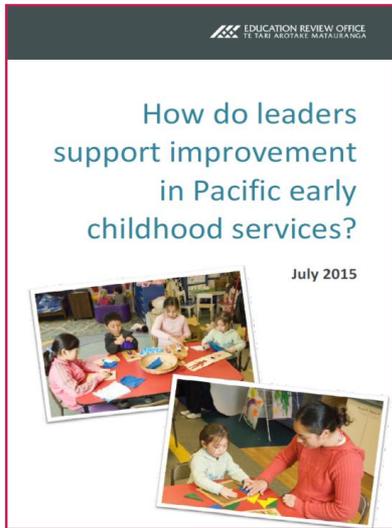
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**EARLY LEARNING CURRICULUM**

WHAT'S IMPORTANT AND WHAT WORKS



October 2016



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# Structure of the information in the report:

- Overview of ERO's findings: effective practice and challenges in early learning services and schools
- Introduction – Why responsive oral language teaching and learning is important
- Responding to linguistically diverse learners
- ERO's findings in early learning services and schools
- Oral language learning and development: birth to eight years
- Examples of effective practice
- Appendix 1: Methodology
- Appendix 2: Sample of early learning services and schools
- Appendices 3 & 4 Matrices of practice in ECE and schools
- Appendix 5 Relevant learning outcomes from *Te Whāriki*



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# Discussion opportunity:

- In groups, take turns to share a story about oral language – either verbal or non-verbal that has been important for you (or funny!)



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# Conclusion... key messages

- Download the booklet – it is interesting and provides good information
- Pedagogical leadership – consider ways in which leaders might use the booklet with staff
- Assess how well your school or centre is managing the support for oral language learning – use the booklet as a tool
- How good is your subject-content knowledge – use the booklet
- Seamless pathways and transitions – consider what the booklet says
- Partnerships with parents and whānau – do you know them as well as you should? Use the booklet to explain why it is so important
- Enjoy and reflect on the examples of good practice in the booklet



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