

INTENTIONAL TEACHING PRACTICES

Talking together Te kōrerorero

Kaiaako knowing all children well and determining which practices to use to foster their learning of oral language is fundamental to effective teaching.

This set of 11 cards has been designed to support you in your daily teaching practice and in professional learning conversations on fostering children's growing oral language capabilities.

The cards are based on oral language strategies described within *Talking together, Te kōrerorero*. They do not represent an exhaustive or definitive list of practices.

Each card offers some example questions on side 2. Use these ideas to extend thinking and support conversations around practical use of specific oral language strategies. The reflective questions will be useful for stimulating discussion, mutual learning, debate, inquiry and problem solving.



For each intentional teaching strategy card, consider:

- ▶ How effectively do we use this practice?
- ▶ How might we use it more frequently and intentionally?
- ▶ What support might we need to use it?
- ▶ Is there a particular child or group of children who would benefit from this practice?
- ▶ How could we use it to support their learning?

Serve and return

Serve and return describes the back and forth interactions that take place between adults and tamariki in conversations.

With infants and toddlers, sometimes their serve will be a gesture, glance or kick of their legs.

Adults can:

- ▶ start by observing the focus and interests of tamariki
- ▶ build your response on the ways infants communicate, especially through tone of voice and facial expressions
- ▶ keep conversations going with young children to explore their ideas and support growth in knowledge, skills, learning dispositions and working theories.



Reflective questions:

- ▶ How effectively are we supporting children's participation in conversation through our use of the **Serve and return** strategy?
- ▶ How can we support each other to increase our use of **Serve and return**?
- ▶ Are we engaging in **Serve and return** practices with all children?

Descriptive commenting

Adding language that describes what is happening will help tamariki make sense of their environment and later express their thoughts in new and more complex ways.

SELF-TALK

When you are alongside tamariki, talk about what you are doing as you are doing it.

PARALLEL TALK

You watch the action and describe it without expecting a response as if you are a broadcaster.

Adults can:

- ▶ follow the child's lead and talk about the things that are of interest to them at that moment
- ▶ use expression in your voice, intonation and body language
- ▶ expand vocabulary and ideas in your descriptive comments.



Reflective questions:

- ▶ What daily activities are working particularly well for feeding in language alongside tamariki? How might we build on these?
- ▶ How are we effectively adjusting our commenting and descriptive language with infants, toddlers and young children in our service?
- ▶ What is one way that I could intentionally use the commenting strategy this week to describe or narrate play and actions?

Interpreting

Interpreting is building on communication when tamariki use sounds and actions to communicate: “Say it as they would if they could”. For example, a pēpi looks at you, points out the window and says, “Ba.” The kaiako interprets, “A bird. Oh wow, a tūi landed on our tree.”

Interpreting a child’s meaning is particularly important with infants and toddlers when they are communicating through actions, gestures and sounds.

Adults can:

- ▶ start by being at the child’s level and carefully observing their interest and eye-gaze
- ▶ wait for the child’s sounds/actions
- ▶ “say it as they would if they could,” using clear language modelling; also add gestures, expressive use of your voice and facial expression.



Reflective questions:

- ▶ How in tune are we with the language attempts of all tamariki in order to effectively interpret what they are communicating?
- ▶ How are tamariki responding to us adding words to their gestures (for example, in their looks, sounds, gestures, words)?
- ▶ How could we use this strategy across home languages and English?

Expanding vocabulary

CARD

4

Effective ways to expand children's vocabulary (word bank) start by following their interests and choosing words that would help them express a need or an idea.

Adults can:

- ▶ use a variety of words for the same thing (synonyms), when appropriate
- ▶ use specific words, not general terms.
For example, a tamaiti is much more likely to know how to respond if you tell them, "Put your cup on the bench" rather than "Put it over there"
- ▶ add a variety of words, such as names, actions, descriptors, question words, words for feelings and location words.



Reflective questions:

- ▶ What do our recent assessments tell us about the progress of a tamaiti and groups of tamariki in expanding their vocabulary (both understanding and expressing words) across all their languages? In what ways can we intentionally expand the vocabulary of all tamariki in our service?
- ▶ How effective are we in supporting the use of a variety of different words through expansion of children's vocabulary? What do we need to add to our planning and practice?
- ▶ Which words could be a focus area for vocabulary expansion?

3 Rs + actions

Using elements of oral language with repetition, rhythm, rhyme + actions (non-verbal communication) is a way to weave Kaupapa Māori approaches into a rich curriculum for all tamariki.

This strategy allows kaiako to draw from traditional Māori ways of being, knowing and doing. It can also be applied across all the languages that children are learning and using.

Adults can:

- ▶ strengthen the integration of te reo Māori and tikanga within the oral language environment, including use of pepeha, waiata ā-ringa, karakia, haka, pātere, pūrākau, pakiwaitara
- ▶ incorporate **3 Rs + actions** into teaching, modelling and language learning within everyday activities and through play
- ▶ encourage tuakana to model and support teina joining in **3 Rs + actions**.



Reflective questions:

- ▶ How are we currently using **3 Rs + actions** in oral language modelling and language learning within everyday activities and through play? Which areas can be strengthened?
- ▶ Which aspects of te reo Māori and tikanga resonate with our tamariki and whānau?
- ▶ What is one new aspect of te reo Māori and tikanga we can intentionally incorporate in our everyday activities and play?

Supporting home languages

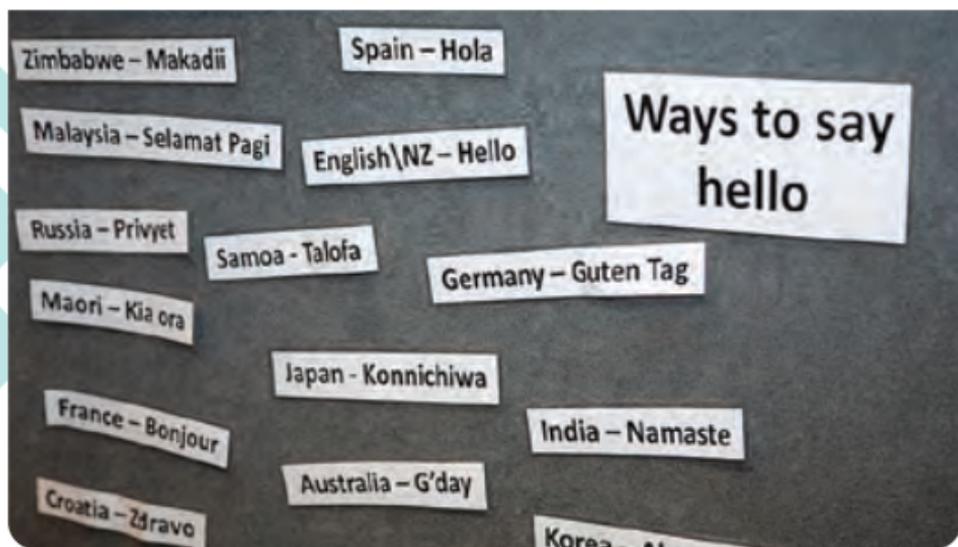
CARD

6

Supporting tamariki to develop in their home language/s while they learn English provides the foundation for them to become bilingual, biliterate, multilingual and multiliterate.

Adults can:

- ▶ develop relationships with whānau and have ongoing conversations about supporting children's oral language
- ▶ learn some basic words and phrases in a child's home language/s and use them in daily interactions, such as care routines, to build relationships with tamariki
- ▶ use music and songs from home languages as a means to build a connection with a tamaiti who does not yet speak English
- ▶ make the different language scripts from a child's home language/s visible in the environment.



Reflective questions:

- ▶ How are we creating opportunities in our learning environment for tamariki to become bilingual, biliterate, multilingual, and multiliterate?
- ▶ How do we partner with families to support the home languages of tamariki in our service?
- ▶ What is one next step we can make in intentionally strengthening our partnership with families?

Conversations and questions

CARD

7

Effective ways to foster oral language start by providing engaging experiences and creating shared interests. Excursions, visitors, new songs, games, activities and books are all examples of great conversation starters.

Adults can:

- ▶ feed in language by making comments about what you and/or the tamaiti are doing
- ▶ keep the conversation going by taking turns (for a tamaiti, turns can be verbal and non-verbal, see **Serve and return**)
- ▶ thoughtfully use open-ended questions (eg, “What ideas do you have?”) to encourage tamariki to express their own views.



Reflective questions:

- ▶ How are we intentionally starting conversations by creating interest, engaging tamariki in thought-provoking activities and promoting a sense of curiosity?
- ▶ What help might I need to support my increased use of commenting in conversations with tamariki?
- ▶ How are we considering cultural perspectives in our use of questions?

Storytelling

Storytelling is a rich practice for fostering children's language, emotional development, coping, self-concept and sense of belonging.

It's often easier for tamariki to tell stories with the help of props.

Adults can:

- ▶ encourage recording of stories through drawing, writing and on digital devices
- ▶ make use of pausing when sharing storybooks, allowing tamariki to predict what happens next and add to the storytelling
- ▶ encourage older tamariki to extend storytelling beyond here-and-now — ask about past events and explore future possibilities
- ▶ for accomplished storytellers, introduce planning and sequencing strategies like storyboarding.



Reflective questions:

- ▶ What stories do our tamariki get particularly excited about? What is a new way we could invite them to retell their stories?
- ▶ How are we using pakiwaitara and pūrākau to understand the world from a Māori perspective?
- ▶ What 'voices' are we hearing from our collection of storybooks? What's one thing we could do to hear more stories from families and communities represented in our service?

Encouraging tuakana-teina relationships

For whānau Māori, tuakana-teina relationships are a fundamental cultural expectation and strength. Within these relationships an older or more experienced child (tuakana) plays with and supports a younger or less experienced child (teina) in all aspects of their learning and development, including oral language.

Adults can:

- ▶ encourage tuakana to use language to help teina in play and daily activities
- ▶ plan leadership roles for tuakana to model language in a variety of contexts, eg, pepeha, karakia, waiata, storytelling, games
- ▶ make the most of times when you, as kaiako, are in the role of teina and tamariki are teaching you aspects of their language and culture.



Reflective questions:

- ▶ How could we use our recent observations and assessments to inform our intentional teaching that promotes tuakana-teina relationships between tamariki?
- ▶ How are we recognising and supporting the leadership of tuakana in teaching oral language?
- ▶ What opportunities are we providing for fostering peer communication through tuakana-teina relationships? What currently works well?

Word and sound play

CARD

10

Word and sound play with pēpi and tamariki is important for developing phonological awareness (recognising and working with the sounds of spoken language) and early literacy. Being playful with language and sound is about the sense of fun and engagement kaiako bring to their everyday interaction.

Adults can:

- ▶ use rhyme and rhythm through waiata, stories, poems, nursery rhymes and made up ditties
- ▶ encourage older tamariki to make sound-letter associations and start to identify some letters.



Reflective questions:

- ▶ What opportunities are we providing tamariki to engage in word and sound play?
- ▶ Which word and sound play activities in our service inspire a sense of fun and laughter?
- ▶ How can we extend word and sound play in our use of te reo Māori with our tamariki?

Talking about feelings

CARD

11

Talking about feelings with tamariki and supporting them to name and describe feelings helps them to understand, express and regulate their emotions.

Adults can:

- ▶ talk about feelings in everyday conversations
- ▶ learn the words for different feelings in children's home languages and understand the cultural norms associated with them
- ▶ consider different visual prompts and environmental supports that can help tamariki to express their feelings, eg, gestures, facial expressions, pictures or other objects.



Reflective questions:

- ▶ How are we intentionally supporting all children's progress in talking about a wide range of emotions?
- ▶ What emotions could be particularly relevant to explore right now?
- ▶ How might we intentionally scaffold tamariki who need support to communicate emotions? For example, use gestures alongside words.