

talking matters

DELIVERY MODEL

For early childhood education
environments



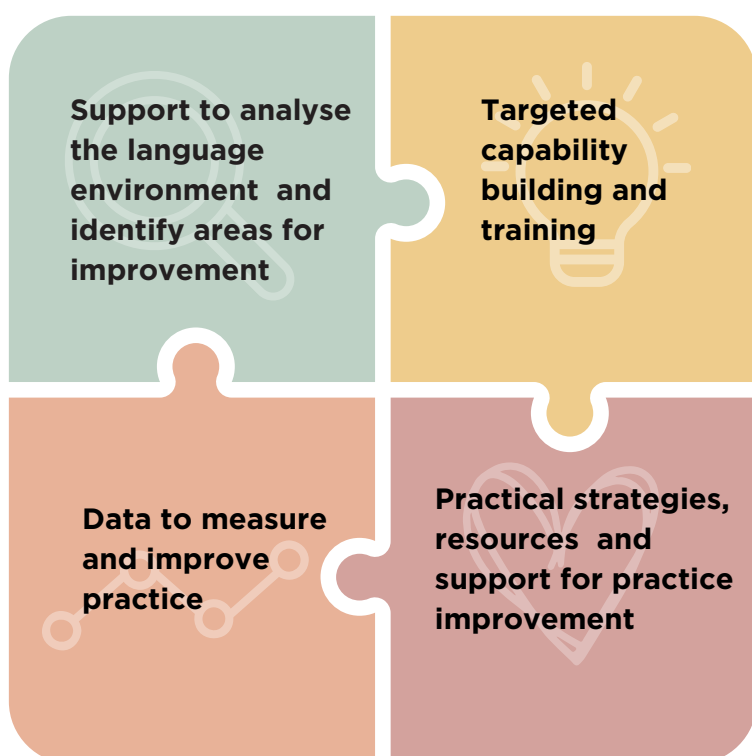
Enriching Language in Early Childhood Education (ECE) Environments

Talking Matters is all about building Language Rich Environments (LRE) for tamariki in the first 1000 days. We know that when tamariki participate in LRE in their early years, their innate potential as competent, confident and creative communicators can be realised. The importance of LRE is backed not only by Western science, but is also grounded in indigenous knowledge.

Talking Matters draws on diverse sources of knowledge, strategies, resources and data to support everyone to play their part in building LREs for tamariki in Aotearoa. We partner with whānau, communities, practitioners, ECEs, iwi and government to co-design strategies that are specific and relevant to each context.

Early childhood teachers are in a privileged position to make a huge difference in the lives of tamariki. Kaiako already know a lot about responsive interactions and have access to some awesome resources offering science-based, accessible guidelines for promoting rich language. Talking Matters supports teachers to find strategies that work in their context to implement Te Whāriki with a focus on early language.

A Talking Matters programme will usually include these ingredients



What ECE partners need to participate in a Talking Matters programme

Talking Matters operates on a partnership model. Educators are agents in the change they are making with our support. Therefore, motivation and buy-in are key drivers of success.

Talking Matters brings innovative technology and resources to drive evidence-based improvements in the language environment and teacher practice.

Our experience indicates that in order to generate sustainable change, kaiako need time to engage with the emerging data, learn and reflect on the change they are making. There is some non-contact time required to get the best from the programme, although most of the action happens during normal teaching hours.

How a Talking Matters programme contributes to the NELP

The overarching goal of a Talking matters partnership is for all tamariki in a centre to **have access to responsive interactions and a language-rich environment. The journey towards achieving this goal will vary, depending on the baseline each team is starting from. The “areas of action” teachers choose to focus on drive outcomes that align with the NELP, as detailed in the next pages.** The alignment of this overarching outcome with the NELP is significant.

EXPECTED LONG-TERM OUTCOMES

- Teachers have confident, collective knowledge about the importance of responsive interactions in the early years.
- In their practice teachers intentionally enable sustained responsive interactions that respond to the needs of each tamaiti.
- Teachers collaborate to create opportunities to increase responsive interactions and make them equitable.

CORRESPONDING NELP

Objective 2: Barrier-free access

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

Objectives: 3- Quality teaching and leadership

Priorities: 5 & 6- Teachers are confident and competent in educating diverse language learners.

CORRESPONDING ERO indicators

1.3 Children have equitable opportunities to learn through a responsive curriculum consistent with Te Whāriki.

2.2 Leaders and Kaiako have the professional knowledge that enables them to implement a relevant, responsive and rich curriculum for all children

2.3 Children’s learning is enhanced through leaders and kaiako engaging in professional learning and development opportunities that contribute to ongoing and sustained improvement.

AREA OF ACTION:

Language-learning environment

Intended outcomes:

1. Increased ability to make the best of each space for interactions
2. Increased intentionality to use resources that are relevant to the home cultures and languages of tamariki
3. Increased intentionality to use a diverse array of resources to meet individual interests and needs to increase RI.
4. Space distribution and teacher placement allow tamariki to be seen and heard and are optimised to increase responsive interactions.
5. Increased knowledge about how the physical environment can enhance opportunities for responsive interactions and communication development.

CORRESPONDING NELS

Objective 2: Barrier-free access

Priorities: 3 & 4- e.g., the language environment is inclusive and responsive to learner needs, and all learners can participate in language learning opportunities

CORRESPONDING ERO indicators

1.3 Children have equitable opportunities to learn through a responsive curriculum that is consistent with Te Whāriki.

1.5 Children's learning and development is supported through intentional and culturally responsive pedagogy.

AREA OF ACTION: Relationships

Intended outcomes:

1. Increased intentionality around involving whānau and community in enriching language- rich environments for tamariki (e.g. supporting with home languages, cultures, interests, etc.)
2. Increased intentionally to establish and sustain responsive relationships with tamariki, to understand "what makes them tick" when it comes to communication.
3. Increased communication with whānau about language development of tamariki
4. Increased understanding of relationships as drivers of equitable access to responsive interactions.

CORRESPONDING NELP

Objectives: 1- LEARNERS AT THE CENTRE

Priorities: 1 & 2- e.g., whānau and communities are actively included and valued in the design and delivery of education, the collective learning, and in the language environment.

CORRESPONDING ERO indicators

1.1 Children's learning and development in play-based contexts is supported through caring, learning-focused partnerships

1.2 Children, parents and whānau contribute to a curriculum that recognises their identities, languages and cultures.

2.4 Children's learning is enhanced through leaders and Kaiako working as a professional learning community

AREA OF ACTION: Culture and Identity

Intended outcomes:

1. Increased understanding of the importance of culture, identity and home languages in children's language development.
2. Increased knowledge of the strengths of bilingualism.
3. Increased intentionality and ability to weave home cultures and languages into the language environment of the service.
4. Increased confidence to weave te ao Māori and te reo Māori into the language environment of the service.
5. Increased confidence to share importance of home languages with whanau

CORRESPONDING NELP

Objectives: 3- QUALITY TEACHING AND LEADERSHIP

Priorities: 5 & 6- Teachers are confident and competent in educating diverse language learners.

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Objectives: 1- LEARNERS AT THE CENTRE

Priorities: 1 & 2- e.g., learners experience inclusiveness where their identity, languages, and cultures are valued, affirmed and reflected in everyday practices.

CORRESPONDING ERO indicators

1.4 Te Reo Māori and tikanga are valued and an an integral part of teaching and learning

1.5 Children's learning and development is supported through culturally responsive and intentional pedagogy.

2.1 Children's learning and development is supported by leaders, Kaiako and others with culturally relevant knowledge and expertise

LRE
WĀNANGA
WEEK 1

LENA
WEEK 2-3

OBSERVA-
TIONS
WEEK 4-7

LEAP
WEEK 8

END OF CYCLE 1

GETTING TO KNOW EACH OTHER AND MAPPING THE JOURNEY

1.5 hour session (whole team)

Through an initial “language-rich environment wānanga”, we come together as a team to map our journey towards a common goal: ensuring tamariki have equitable access to responsive interactions.

DEEP UNDERSTANDING OF YOUR LANGUAGE ENVIRONMENT

2 X 15 minute online modules

2 X LENA recordings | 2 X 30 min data debriefs

As a team, you will complete two learning modules to refresh your early language knowledge. Using LENA you will be supported to collect and analyse language data, to determine if tamariki have equitable access to responsive interactions.

OBSERVATIONS TO DIVE INTO THE “WHY”

Weekly observations + debriefs (online or in person)

At this stage you will have a good idea about how much language is going on throughout the day and how equitable is children’s access to it. Now it’s time to figure out why: Who is missing out? Is there an age/gender/disposition pattern? When is interaction a bit lower in the day? Is there less language outdoors? you will spend 3-4 weeks observing your environment to gain insights and share your reflections with your activator.

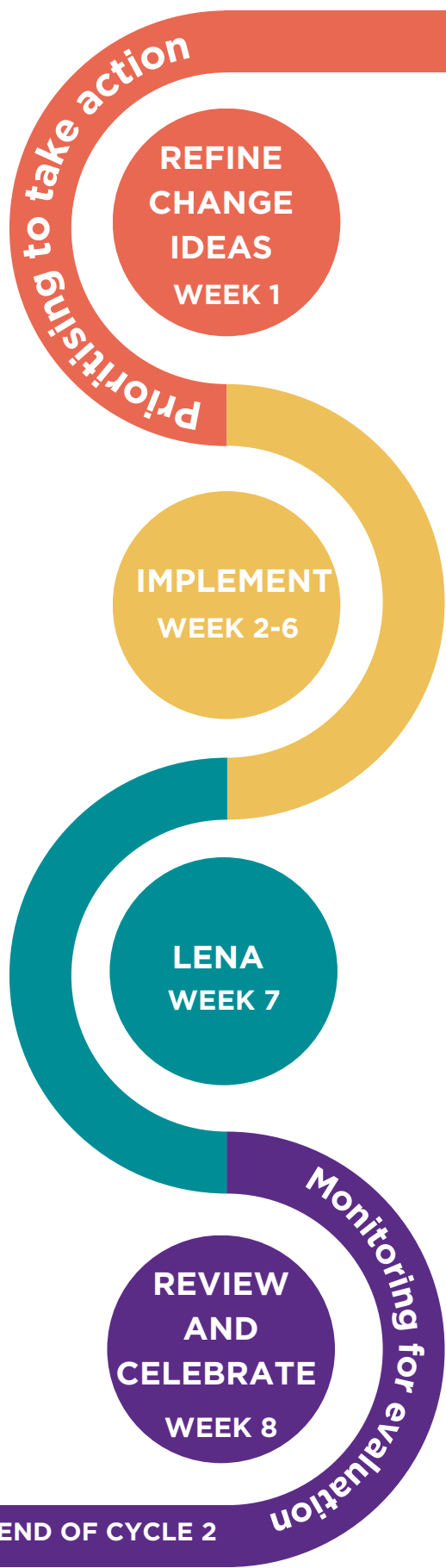
SO WHAT? PREPARE TO TAKE ACTION

1.5 hour session (whole team)

By now, you have good data on your language environment and insights into its strengths and areas for improvement. In this session, we use the LEAP (Language Environment Appreciation Process) to bring it all together and decide what you want to do about it.

The question of the day is: *What is the most meaningful change you can make to get you closer to our destination: a language-rich environment where tamariki have access to responsive interactions?* By the end of this session you will have:

- Selected an area of change
- Ideated some initial change ideas.



Planning for action

1 X 30 min catch-up (whole team)

We will come back to the change area you selected to focus on as a team and review the evidence we already have about what can be improved. We will refine the initial change ideas and create a plan to implement them and measure if the change is happening

Paddle, paddle, paddle!

Business as usual + weekly catch ups

Now is the time to implement the change, while observing the results and making tweaks to the change idea as needed. Throughout this process your activator will support you to reflect on the changes you are making and measure if they are being effective. The process includes cycling through:

Trialling change ideas <-> adopt/adapt/abandon

Measuring changes

2 X LENA Recordings | 1 X 30 minute catch up

After making some changes we will measure your language environment again and see if there is any shift in the language indicators that are linked with responsive interactions and equity. We will also consider other data from your observations and experience.

Celebrate gains and think about next steps

2 hour session (whole team)

Time to celebrate your gains and reflect on the journey, what you learned and how you plan to apply it to your every-day practice.

Our experience tells us that the biggest long-term change for teams comes from jointly focusing on language. The learnings and experiences from this journey usually stay with kaiako leading to more intentional interactions and an enhanced equity lens.