

**Now' We're Talking Project**  
**Engagement Session**  
**Friday 19 February 2016**

**Driver: Family/Whaanu Partnership**

**Change Ideas:**

- Storytime in a variety of languages
- Shared story sessions
- Information evenings
- Storytelling – props/puppets/group generated
- Help parents read stories, have conversations with children
- Give parents support to read a story
- Invite school classes to read to children
- Open days/ stay & play
- Cultural days – whanau come valuing mother
- Community language champion
- Parent song recording and community
- Easy tips for whanau to use outside centre

**Driver: Adult and Child interactions**

**Change Ideas:**

- No language day
- Get children to tell you about their book to take home
- Encourage children to be independent communicators (model, role play)
- Help children learn specific vocabulary around activities e.g. chrysalis, emerge, transformed.
- Wow words
- Poetry week
- Finding your inner child, engaging
- Tools for parents. Resources personalised to child.
- ECE centres send personalised language tips via text.
- Engage in interactive play with children particularly role play to extend language
- Funny words
- Whole team focus on oral language
- Measure children's' levels of wellbeing and involvement when reading stories
- Plan language opportunities for every child
- Use word and sound games for transitions e.g. leaving mat.
- Make new rules for games e.g. password discuss attractions
- Keep conversations going the more turns the better
- Learn basic words and greetings of other languages spoken to increase sense of belonging.
- Talk about books in small groups.

**Driver: Social Factors**

**Change Ideas:**

- Language champions
- Talk about talking – encourage “meta” skills
- Appoint an Early Language lead in each centre to champion language

**Driver: ECE Language Environment**

**Change Ideas:**

- Kaumatua area – couch storytime

- Quiet spaces & places
- Books are not just for inside
- Language board
- Hot talking spots and cold spots language environment.
- Monitor children progress and plan relevant strategy as a team.
- Create pledge of allegiance / treaty
- Games, song writing and recording
- Encourage children to learn more about a topic than inherits them, research discussion, teach peers, ask people.
- Strive for 5
- Local library
- Resource utilisation – use real resources that children use at home e.g. eating, cooking.
- Fun songs including children’s names.
- Each week looking at children’s oral language skills.
- Use children’s names.
- Focus on beat , rhythm, tapping.
- Planned introduction of new words each week.
- Create reasons for children to talk with each other e.g. planning a game or problem solving.
- Create spaces for music and movement in/outside environment.
- Vocal up on wall breaking into word wheel parts
- Teach listening skills for children listening to each other.
- Talking sticks on morning tea table.
- Rhyming words
- Coach one another (peer coaching) and improve adult interaction.
- Listening, planning environment, sounds walks ‘Lola listening leopard’.
- Time flexibility
- Create videos to share – great practice.

#### **Mat time;**

- Prior guidelines e.g. see mat time teacher beforehand so we are prepared.
- Children have opportunity to share (no pressure).
- Mat time is role modelled (Tuakana/teina) – others are coming forward.
- Whanau are present – has presented opportunity for feedback from parents using storypark.
- Confidence develops – whanau are noticing this and feeding back
- Leadership

#### **Sharing the family corner;**

- stood next to some children to help them negotiate “in”
- gave them the words
- reinforced importance of listening to peers
- different groups of kids got to use the space.

#### **Sharing a book with a small group;**

- At child’s pace
- Giving time for each child to respond/comment/creating expectation.
- Talking about pictures and reading words
- Read book again at child’s request
- New words in book repeated later.