

Now We're Talking

Improving Oral Language through Quality Improvement



Teacher Confidence – Reflection Tool

Please read the following statements and place yourself on the scale depending on how confident you feel in that area. If you feel that this may be an area to focus on, please tick the column on the right.

Hardly Ever

- When I remember/someone reminds me – maybe once a week or less
- When I've spoken to someone about it recently or been on a PD Session

Some of the time

- If I notice a child is specifically struggling
- I try once a day
- I've done it before but not regularly

Frequently

- This is on my radar most days
- I **plan** to include these each week

All the Time

- I do this every day numerous times
- I **plan how** I'm going to do this with a variety of children each day
- It's almost second nature to me now
- I record how this practice is working and reflect on that

Focus for PDSA?

1) I use a range of specific strategies to develop children's speech, language and communication

Indicators:

I have extended a child's language

I have noticed when a child hasn't understood an instruction and have repeated it using simpler language

I get face to face with children when we interact

Hardly Ever	Some of the time	Frequently	All of the time
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2) I monitor children's progress in speech, language and communication and share/discuss this with colleagues

Indicators:

I use verbatim examples of their communication in learning stories

I consider the child's communication skills in terms of their age range

I have discussions with my colleagues about children's language development

I discuss ways to monitor and track children's progress with their communication development

Hardly ever	Some of the time	Frequently	All of the time
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3) I can recognise when a child's speech, language and communication development is not following a typical pattern of development <i>Indicators:</i> <i>I have had discussions with colleagues when concerned about a child's communication development.</i> <i>I am aware of ages and stages of communication for the age groups I work with</i>				
Hardly Ever	Some of the time	Frequently	All of the time	
4) I'm confident to discuss a child's speech, language and communication skills with their parents and can support their understanding of typical development <i>Indicators:</i> <i>I have responded to parents questions about language development</i> <i>I have initiated a conversation with parents about language development</i> <i>I talk about children's communication skills in their learning stories</i>				
Hardly Ever	Some of the time	Frequently	All of the time	
5) I share my skills in promoting children's speech, language and communication development with colleagues? <i>Indicators:</i> <i>I have shared resources such as articles about language development with the team</i> <i>I've given a colleague feedback about interactions I've observed between them and a child</i> <i>If I try out something new to boost children's language, I talk to colleagues about this and we discuss it</i>				
Hardly Ever	Some of the time	Frequently	All of the time	
6) I seek opportunities to develop my skills in relation to supporting children's speech, language and communication development <i>Indicators:</i> <i>When I can, I read about oral language (books, articles etc.) and discuss with team</i> <i>I ask colleagues for feedback on my teaching when it comes to oral language</i> <i>Learning more about language development is on my development plan</i>				
Hardly Ever	Some of the time	Frequently	All of the time	
7) When interacting with children I get down to their eye level <i>Indicators:</i> <i>I plan how I can face to face with children during mat time</i> <i>I can think of examples of where I have had to change my position (e.g. where I or child are sitting)drastically to maximise opportunity to be face to face with children</i>				
Hardly Ever	Some of the time	Frequently	All of the time	

Number of:

Hardly Ever:.....

Some of the time:.....

Frequently:.....

All of the time:.....