

Self-assessment tool

Supporting oral language learning and development

This curriculum resource provides key information (Talk Information sections) and practical teaching approaches (Talk Tools sections) which support kaiako to enact a strong oral language focus in early learning settings. The pdf version is hosted on [Te Whāriki Online](https://tewhariki.tki.org.nz):

<https://tewhariki.tki.org.nz/talkingtogether>



i Using the self-assessment tool:

Photocopy from the book or print out a copy of the PDF version of the self-assessment tool (on Te Whāriki Online) to record your discussions about the self-assessment.

This self-assessment tool supports team and individual internal evaluation that is based on the understandings and strategies unpacked in *Talking together, Te kōrerorero*.

Using this tool will reinforce the value of reflecting on practice. Such reflection is especially helpful when it is done with colleagues – regular, supportive discussion of teaching practices fosters a collaborative approach and helps kaiako to assess and reflect on the effectiveness of individual and team practices.

Use the tool to examine your team’s practice and the degree to which it includes effective, evidence-based strategies that foster language learning and development.

The tool will also help you as a team to review your oral language environment and so ensure that it is supportive and inclusive for all tamariki.

You can also use the tool to reflect on your individual practice, ideally in collaboration with a colleague. For example, a colleague can support you to use the tool by observing you and providing specific feedback to help you plan ways to strengthen your practice.

SELF-ASSESSMENT TOOL

Kaiako:

Date and time:

Observer (if applicable):

Characteristics and tikanga of our early learning service:

Languages represented in our community:



Rate your team or yourself for each strategy or teaching practice by marking **Emerging**, **Partly in place** or **Embedded** referring to the descriptors below.

Descriptors	<input checked="" type="checkbox"/> Emerging	<input checked="" type="checkbox"/> Partly in place	<input checked="" type="checkbox"/> Embedded
<input type="radio"/> Emerging Teaching practices in Emerging can include:	<p>We are learning about this information and making plans about how and when we can apply it to support tamariki in their oral language learning and development.</p> <p>In our reflective discussion times, we are starting to have conversations about how we could use this information in our planning and how we could put it into action with our tamariki.</p>		
<input type="radio"/> Partly in place Teaching practices in Partly in place can include:	<p>We have gained some knowledge and can put it into action:</p> <ul style="list-style-type: none"> » in some aspects of planning: Data is beginning to be gathered to inform our planning for the language learning and development of individuals and groups of tamariki. This can be seen in our curriculum planning documents. » when we're interacting with some tamariki or whānau members (there may be particular groups of tamariki where we are more consistent) » some of the time. It may be some parts of the day, some play activities, some care routines or other daily routines in the service. 		
<input type="radio"/> Embedded Teaching practices in Embedded can include:	<p>We are building our knowledge and consistently putting it into action:</p> <ul style="list-style-type: none"> » throughout our planning, review and internal evaluation processes: Deliberate collection of data that informs decision making and planning around language learning and development of individual and groups of tamariki is occurring. This can be seen in our curriculum planning documents. » when we're interacting with tamariki or whānau members » in most contexts: We are using it across the day, during play activities, care routines and other daily routines in our early learning service. <p>This can be seen in our formative assessments for tamariki, such as in learning stories and learning portfolios.</p> <p>In our reflective discussion times, we talk about how we adapt and use this information and the impact it has on fostering the oral language learning and development of our tamariki.</p>		

TALK INFORMATION | NGĀ ARIĀ REO Ā-WAHA

Understanding oral language growth and key concepts

Rate your team or yourself for each strategy or teaching practice by marking **Emerging**, **Partly in place** or **Embedded** referring to the descriptors

<p>1. Stepping stones in oral language He poutama mō te reo ā-waha (pages 54-58)</p>	<p>We recognise and understand where tamariki are developing their stepping stones in oral language: speech sounds, words and sentences, stories, social interaction.</p> <p>We adjust our intentional teaching strategies for interacting with tamariki by knowing each tamaiti well, recognising their preferences and understanding their language steps.</p> <p>We recognise when seeking additional support for growth in the language steps of our tamariki may be beneficial, along with strengths-based discussions with whānau to explore opportunities, including accessing Learning Support from the Ministry of Education.</p> <p><input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded</p>
<p>2. Braided rivers He Awa Whiria Weaving a bicultural approach (pages 63-65)</p>	<p>We weave traditional Māori approaches within our oral language strategies in meaningful ways on a regular basis, eg, use of pepeha, waiata ā-ringa, karakia, haka, pātere, pūrākau, pakiwaitara.</p> <p>We use 3 R's + actions (repetition, rhythm, rhyme and action or non-verbal communication) to help us remember effective ways to weave elements of Kaupapa Māori approaches in our oral language strategies.</p> <p><input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded</p>
<p>3. Partnering with whānau for language development Te mahi tahi me ngā whānau ki te whakawhanake i te reo ā-waha (pages 66-68)</p>	<p>We are intentional in partnering with whānau for language development through: regular conversations and catch-ups, sharing new and existing strategies, inviting whānau to share their aspirations and building a shared understanding of how adults can provide support for language learning and development across daily settings for tamariki.</p> <p><input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded</p>
<p>4. Assessment in oral language and communication Te āhua o te aromatawai i te reo ā-waha me te whakawhitiwhiti (pages 72-74)</p>	<p>We consider the capabilities of our tamariki across all their languages and environments. We engage with whānau as experts on their tamariki and our assessment takes into account Māori ways of knowing, being and doing.</p> <p>We refer to Stepping stones in oral language (pages 54-58) to inform our observations and gather evidence about progression over time for speech sounds, words, sentences, stories and social interaction. We use our assessment data to respond to tamariki and plan next steps for supporting their learning and development.</p> <p><input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded</p>

TALK TOOLS | NGĀ RAUEMI WHAKAKŌRERO

Using oral language strategies and approaches

Rate your team or yourself for each strategy or teaching practice by marking **Emerging**, **Partly in place** or **Embedded** referring to the descriptors

<p>1. Encouraging conversation Te akiaki i te kōrerorero (pages 9-12)</p>	<p>In Serve and return we respond to the interests of tamariki and provide experiences to engage their curiosity and start conversations.</p> <p>We engage pēpi and tamariki in back-and-forth conversations based on what they are looking at or playing with or by building on a shared interest (a focus of joint attention). We notice, recognise and respond to the different turns (their Stepping stones to oral language, pages 54-58) that an infant, toddler or young child has in a conversation and our response matches the tamaiti.</p> <p><input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded</p>
<p>2. Descriptive language strategies Ngā rautaki reo whakaahua (pages 13-15)</p>	<p>We use descriptive language strategies in the times that we naturally spend together with tamariki, using commenting (saying what we are noticing), self-talk (commenting on what we are thinking/doing), parallel talk (commenting on what tamariki are doing), interpreting (building on communication when tamariki use sounds and actions to communicate) and modelling (using accurate speech and language models and building a rich word bank across languages).</p> <p><input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded</p>
<p>3. Supporting bilingual and multilingual learning pathways Te taunaki i te ako reorua, reohuhua (pages 16-21)</p>	<p>We work in close partnerships with whānau to support home languages, including learning basic songs, stories, words and phrases from the home languages of our tamariki and using them in daily interactions.</p> <p>We adjust our intentional teaching strategies, resources and supports for tamariki from understanding their language pathway (English language, bilingual and multilingual).</p> <p><input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded</p>
<p>4. Expanding vocabulary Te whakawhānui i te puna kupu (pages 22-25)</p>	<p>We are intentional in adding a variety of words within conversations, such as names, actions, descriptors, question words, words for feelings and location words.</p> <p>We develop and implement ways to support tamariki expanding their vocabulary in their home languages.</p> <p><input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded</p>

TALK TOOLS | NGĀ RAUEMI WHAKAKŌRERO

Using oral language strategies and approaches

5. We use a range of strategies effectively to foster the oral language learning and development of our tamariki.

For self-assessment, reflect on which strategies you have used with tamariki on a regular basis. Refer to the book or online resource for more information about each strategy.

Reading and phonological awareness Te pānui me te aroā ororeo (pages 26-29, 41-43)	<input type="radio"/> Emerging	<input type="radio"/> Partly in place	<input type="radio"/> Embedded
Conversations and questions Ngā whakawhitiwhiti, ngā pātai (pages 30-32)	<input type="radio"/> Emerging	<input type="radio"/> Partly in place	<input type="radio"/> Embedded
Storytelling Pūrākau (pages 33-36)	<input type="radio"/> Emerging	<input type="radio"/> Partly in place	<input type="radio"/> Embedded
Talking about feelings Te kōrero mō ngā kare ā-roto (pages 37-38)	<input type="radio"/> Emerging	<input type="radio"/> Partly in place	<input type="radio"/> Embedded
Fostering peer communication Te poi poi i te whakawhitiwhiti me ngā hoa (pages 44-47)	<input type="radio"/> Emerging	<input type="radio"/> Partly in place	<input type="radio"/> Embedded
Digital technologies Te hangarau matihiko (pages 39-40)	<input type="radio"/> Emerging	<input type="radio"/> Partly in place	<input type="radio"/> Embedded
Music and songs Te kōrero pūrākau, te puoro me ngā waiata (pages 48-50)	<input type="radio"/> Emerging	<input type="radio"/> Partly in place	<input type="radio"/> Embedded



Useful resources for reflection, inquiry and internal evaluation

1. Education Review Office (2020). *Te ara poutama: Indicators of quality for early childhood education: What matters most*. Wellington: ERO.
<https://moeshared.cwp.govt.nz/publications/te-ara-poutama-indicators-of-quality-for-early-childhood-education-what-matters-most>
2. Education Review Office (2016). *Effective internal evaluation for improvement*. Wellington: ERO.
<https://www.ero.govt.nz/publications/effective-internal-evaluation-for-improvement>
3. Ministry of Education (2017). *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa, Early childhood curriculum*. Wellington: Ministry of Education.
<https://tewhariki.tki.org.nz/en/early-childhood-curriculum>

NEXT STEPS: SUMMARY OF REFLECTION AND PLANNING
Look through your self-assessment tool responses

What are our strengths?

What are our areas for development?

How can we improve our practice?

Do we need help? If so, from whom?

Could this improvement form part of an individual or a collaborative team inquiry?
