



Learning-oriented talk: Professional learning resource 9

Observation tool and practice plan

STEP 1: DOCUMENT YOUR OBSERVATION

1. Use the space below to document a conversation in which a child or a small group of children use learning-oriented talk. Try to be as precise as you can and write specific words and phrases that the child or children used.
2. Tick the boxes in the right-hand column to identify which kind or kinds of learning-oriented talk you can identify in the conversation.

Child's name / children's names:

Date of observation:

Context: When and where did this conversation happen?

Observation	Types of learning-oriented talk
	<p>Questions (Resource 1)</p> <p><input type="checkbox"/> Yes/No information</p> <p><input type="checkbox"/> Wh question</p> <p><input type="checkbox"/> Why question</p> <p>Cognitive state talk (Resource 2)</p> <p><input type="checkbox"/> Knowing and thinking</p> <p><input type="checkbox"/> Imaginary states</p> <p>Maths & science talk (Resource 3)</p> <p><input type="checkbox"/> Maths talk</p> <p><input type="checkbox"/> Science talk</p> <p><input type="checkbox"/> Comparison talk</p> <p><input type="checkbox"/> Literacy talk (Resource 4)</p> <p><input type="checkbox"/> Reasoning talk (Resource 5)</p> <p><input type="checkbox"/> Past & future talk (Resource 6)</p> <p><input type="checkbox"/> Past talk</p> <p><input type="checkbox"/> Future talk</p> <p><input type="checkbox"/> Topic extension (Resource 7)</p> <p><input type="checkbox"/> Free talk (Resource 8)</p>

STEP 2: INTERPRET YOUR OBSERVATION.

In your interpretation, read the relevant resource sheet/s and consider the following questions:

- *What did the child(ren) do or achieve by using this type of learning-oriented talk?* (e.g. John is using Maths talk to count blueberries on his plate).
- *What knowledge or skills did the child(ren) demonstrate by using this type of learning-oriented talk?* (e.g. John's use of Maths talk demonstrates his knowledge of numbers and his counting skills).
- *What knowledge may the child(ren) create by using this type of learning-oriented talk?* (e.g. Through his use of Maths talk, John can learn that the number of the last object means the quantity of all objects).
- *How can we link the learning that is taking place in this observation to specific indicators in one or more EYLF Learning Outcomes?* (e.g. children increase their 'understanding of measurement and number using vocabulary to describe size, length, volume, capacity and names of numbers" (EYLF, p. 58, Outcome 5: Children are effective communicators).

Interpretation	Connections to EYLF Outcomes

STEP 3: TEACHING PLAN

Use the space below to plan how you can encourage this child or these children to extend their use of one or more types of the learning-oriented talk that you observed here.

What planned experience could you offer to provide opportunities for this child or these children to use the learning-oriented talk that you identified earlier?	Which everyday contexts might be good for spontaneous use of this kind of learning-oriented talk?
Which teaching strategies can you and your colleagues use to encourage children to use this kind of learning-oriented talk?	How might you share this example with this child's family to help them support their child's language development at home?