


Building communication rich environments in early learning settings



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Overview

- Underpinning theories
- The approach
- The importance of foundational knowledge
- Current progress
- Future plans



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Underpinning theories



Meaningful differences

Directive = 'Business Talk'

- Stops and starts with one turn
- Simple, straight forward talk
- Not very interesting or engaging



Talkative = 'Dancing'

- Stay on the topic
- Ask questions, make comments
- Use longer words, longer sentences
- Several turns (Strive for Five)


Hart & Risley, 1995





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Interactions in childcare

- 40% routine tasks
- 40% business talk
- 20% quality interactions





Of the quality interactions, "what was lacking was in-depth conversations with children that really provided the opportunity for children to express what they were feeling and what was happening for them" (Tregenza, 2008 - as cited in Cole, 2013)



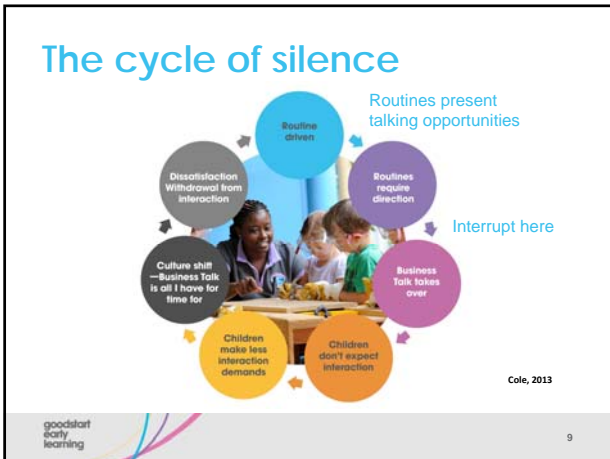
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Evidence Informed Practice

- Public health approach - strategies that amplify every child's development
- Predictors of later language difficulty
- Policy context for high quality early learning and care (EYLF and NOS)
- Influencing the practice of early childhood educators

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- ### Key Practices
- Enhancing routine activities & tasks
- Talking & Language Knowledge
- Vocabulary: Dancing vs. Business Talk (Hart & Risley)
 - Naming Initiatives (Marte Meo)
 - Observe Wait Listen + Respond (Hanan)
 - You, Me, See (Carolyn Cole)
 - Strive for 5 (Hanan)
- Early Reading Skills
- Book sharing
- Referral
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- ### A Typical Day:
- Participating in room routines & making observations of interactions
 - Modelling communication techniques & ways of working within the site
 - Real time feedback & coaching
 - Using video footage as tool for reflection/learning
 - Discussing recommendations/strategies for staff and families
 - Delivering presentation to staff and/or families
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Foundational Knowledge

- Pre requisite training
- Family Connections
- Selection criteria



Current Progress

- Enhancing Children's Outcomes (ECHO) Program
- South Australia: 3 X centres vulnerable communities Students
- New South Wales: 4 X centres .Mentor model/SPTH resources
- Victoria: 4 X Centres FY2016
 - Currently recruiting for a SPTH
- University of Wollongong



Future Plans

- Further research
- Continued in SA
- National opportunities – procurement of Speech Pathology resources



Thank you

Acknowledgement
Penny Markham
Social Inclusion National Lead
Goodstart Early Learning



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