

Language

Language

Appreciating its subtle yet profound power

- Become aware of language
- Become a better listener
- Give specific feedback/praise
- Who is doing the thinking in your classroom?
- Listen to students' language

1st step: Become aware of language + strive to align with intentions.

8 Cultural Forces that Define our Classrooms

Source: *Creating Cultures of Thinking* - Ron Ritchhart
Infographic © SpectrumEducation 2018

Language of Initiative
Student Agency - make choices.
Slow release of responsibility from Teacher.
"Tell me what you did"
"What's your plan for tackling this?"
"Where will you go next?"

Language of Thinking
Vocabulary of thinking words.
Replace "Think" with words such as describe, analyse, compare.
Teacher using rich language.
Noticing and naming.

Language of Praise and Feedback
Praise is not feedback.
Use specific, descriptive and informative language.

Language of Community
Use inclusive words such as "our", "us", "we".

Language of Mindfulness
Possibility thinking: "might", "could", "may".
Use conditional language.

Language of Identity
Students see themselves in the learning not outside as observers.
They become scientists, literacy critics...
Framing: Today we are going to be web designers...

Language of Listening
Listening starts with genuine interest.
"Before you give your idea, paraphrase what you heard xyz say."

*"The language we use influences the way we think."
- Steven Pinker*

*Words. So powerful. They can crush a heart, or heal it. They can shame a soul, or liberate it. They can shatter dreams, or enervate them. They can obstruct connection, or invite it. They can create defenses, or melt them. We have to use words wisely.
- Jeff Brown*

**RAISE YOUR WORDS, NOT YOUR VOICE.
IT IS RAIN THAT GROWS FLOWERS, NOT THUNDER.
- Rumi**

**Watch your thoughts; they become words.
Watch your words; they become actions.
Watch your actions; they become habits.
Watch your habits; they become character.
Watch your character; it becomes your destiny.**

How might you improve your listening skills this year?

- ❖ Being in the present moment
- ❖ Asking questions in response to what has been heard
- ❖ Interpreting/reading body language
- ❖ Active listening- summarizing
- ❖ Eye contact
- ❖ Repeating back
- ❖ Focused/no distractions
- ❖ Asking to take notes
- ❖ Making time to listen
- ❖ Teaching others a new skill
- ❖ Repeating back on what someone else has told you
- ❖ Anonymity
- ❖ Positive and rich language
- ❖ Capturing student's voice
- ❖ Seating arrangement
- ❖ Purposeful words-relevant
- ❖ Established guidelines and routines
- ❖ Be fully engaged with the student when listening
- ❖ Listening to listen not necessarily to respond
- ❖ Teaching the kids to listen-providing skills and scaffolding
- ❖ Paraphrasing /repeating what they/we heard in their own words
- ❖ Identify key words
- ❖ Setting a routine and the expectation
- ❖ Group activities with the teacher(e.g. teacher modelling)
- ❖ Growth mindset-safe environment to allow them to share-openess to ideas
- ❖ Talk moves
- ❖ Oral language game
- ❖ Engaging topics
- ❖ Explain learning strategies(student)
- ❖ Use of first language
- ❖ Invite students to respond
- ❖ Listen with your ears not with your mouth
- ❖ Open ended question
- ❖ Not having an expected answer
- ❖ Observations
- ❖ 5 second rule –give them time to process and answer
- ❖ How things have been said(body language)

Language

- ❖ Talk less
- ❖ Reflection
- ❖ Question to find out more-explore their thinking-reasoning
- ❖ Model listening skills
- ❖ Be clear, precise, and to the point
- ❖ A lot timer when children know your listening
- ❖ Provide the 'wait' time for student to give an answer
- ❖ Hands free!
- ❖ STOP talking!
- ❖ Plan/design activity /tasks
- ❖ Notes, using a range of different note taking tools
- ❖ Re voice questions
- ❖ Thinking time/wait time
- ❖ Pondering time
- ❖ Buddy talk
- ❖ Audience expectations what does this look, sound, feel like
- ❖ Facilitator not the director of the discussion
- ❖ Manage impulsivity
- ❖ Repeating back- I heard you!
- ❖ Active listening
- ❖ It's okay to not know the answer
- ❖ Reflecting yourself
- ❖ Use questioning-skills
- ❖ Role playing
- ❖ Better questions/better thinking/better discussion
- ❖ No hand's up- name selector jar instead
- ❖ Forecasting-fore warning student's to listen carefully
- ❖ Specific feedback
- ❖ Just listen-full attention-stop multitasking
- ❖ Talk less
- ❖ Make time to think
- ❖ Learn not to share 'war stories'
- ❖ Patience
- ❖ Prepare/scaffold listening skills
- ❖ Expecting feedback
- ❖ Give lot of opportunities
- ❖ Breaking down the instruction
- ❖ Game
- ❖ Listening in the moment, not wondering what's coming next
- ❖ Paraphrase what you've heard
- ❖ Modelling
- ❖ Look after yourself-teachers well being
- ❖ Work life balance
- ❖ Repeating/clarifying what you hear
- ❖ Allow thinking/process time
- ❖ Don't jump in let student's speak
- ❖ Demonstrate an interest in what is being said
- ❖ Act's on what's been said
- ❖ Acknowledge feelings
- ❖ Allowing different ways for student's to speak-to shy student's
- ❖ Acknowledging the value/pre-existing knowledge and experience in the room
- ❖ Being in the moment/being present
- ❖ Giving students time to say
- ❖ Face to face discussion
- ❖ Nathan Wallis- early year language