**Language rich and dialogic**

‘Ensuring that learning occurs in environments where rich language is modelled and employed by both children and educators. Meaningful dialogues between children, as well as between children and educators, are created to support thinking, learning, engagement and imagination.’[[1]](#footnote-1)

Consider the questions for reflection in terms of your own interactions with young learners. As you write your responses ask yourself how they would be evident in action to a family or visitor to the classroom.

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| --- | --- | --- | --- |
| **Teacher/Teacher behaviours** | **Young learners’ behaviours** | **Questions for reflection** | **My reflections** |
| **Teachers/Teacher Aides may:*** model the kind of language that they want young learners to use
* engage in meaningful conversations with young learners
* ask questions that will cognitively challenge young learners and encourage them to extend their views and ideas
* support young learners to participate in classroom communication.
 | **Young learners may:*** understand the skills that are required to engage in rich classroom talk
* engage in meaningful conversations with their peers and adults
* recognise how to listen actively and speak thoughtfully
* express their thinking, learning, views and ideas.
 | * What strategies do I use to support each young learner’s emerging interests, ideas and views?
* How do I provide encouragement and feedback?
* Do I celebrate young learners’ attempts to try and retry new and challenging tasks? How?
* How do I sustain and extend interactions with young learners?
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1. Queensland Government and Department of Education (n.d.)*.* *Foundation Paper Age-appropriate pedagogies in the early years of schooling,* p.28. [↑](#footnote-ref-1)