Early Years Twilight Seminar

14 August 2019 video transcript

Video 6: Sustained shared thinking

DARLENE LEACH: So we've heard a little bit about parent voice and the absolute strength of that and how that's honoured and child voice as well. You were talking a little bit before about deep level kind of conversations. We call it in our framework serve and return and shared sustained conversations and language. What kind of strategies are employed by the teachers to – to ensure that that happens on a frequent basis?

SUSANNE GARVIS: So it's about looking at where it can actually happen across the preschool day and ensuring that it happens to all children across the preschool day. So it can be things such as nappy changes that may be happening with the children. Perhaps the preschool team is – is working with individual groups of the children. So it's finding the possibilities, first of all, of when that can happen. It can also happen during free play, outside, during the excursion, but the idea is the teacher is constantly looking for these moments where they can actually engage with conversations with the children. And then it will also be about working from the child's interests as part of that conversation, and sometimes that can be prompted from information from the family but also from things that the child might be discussing.

And, similar to sustained shared thinking, it's really important for the team to think about how are they actually talking to the children. What words are they using? And this becomes part of the reflective process, and also this idea as well of being in the moment with the children and thinking about, ‘OK, I'm in this moment with the children now. How can I continue this conversation to support the child, to continue that they are talking?’ So very much linking back to sustained shared thinking with a focus on questioning.