

The Oral Classroom Self Reflection Tool for Teachers

These are the features of a classroom that provides optimum conditions for students to become competent listeners, speakers, communicators and learners. Consider how effectively you incorporate these features into your practice.

An Effective Oral Language Classroom	<i>I do this well</i>	<i>Need to do more</i>
Social skills for oral language have been assessed and taught if necessary (e.g. turn taking, expressing lack of understanding).		
Routines and pragmatic skills for paired, small group and whole class talk, including management of noise levels, are taught.		
Visual supports for listening and talking are provided.		
Strategies such as <i>Think, Pair, Share</i> are utilised in a flexible way.		
Lots of language input is provided (<i>i.e. new vocabulary, modelling</i>) and subsequently multiple opportunities to use the new vocabulary or structures are deliberately included.		
A safe, supportive and non-threatening classroom culture has been established.		
Listening and speaking are taught through authentic contexts.		
Oral tasks are sometimes included as part of homework.		
Thinking and preparation time or wait-time is provided before expecting students to speak with extended responses.		
Planned and strategically designed collaborative oral language tasks are a core component of all curriculum areas.		
There is a reduction in teacher questioning, particularly the <i>Initiate, Respond, Evaluate (IRE)</i> pattern of teaching .		
Reading to the students occurs at least once every day.		
Oral language experiences and tasks are differentiated for groups of students.		
All students are expected to share their thinking orally but support is provided to enable this.		
Explicit vocabulary teaching occurs across the curriculum.		
Parents, family and whānau are included as part of oral language learning.		

