



The National Center on Quality Teaching and Learning

Presentation Script Teacher-to-Teacher Talk



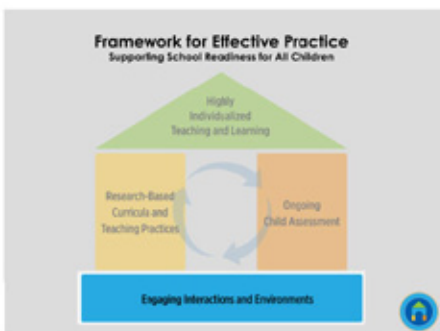
Slide 1

Welcome! Thank you for taking the time to view this presentation on teacher-to-teacher talk developed by the National Center on Quality Teaching and Learning. Respectful and purposeful interactions are an important component of a Head Start classroom that supports teaching and learning.



Slide 2

The National Center on Quality Teaching and Learning's Framework for Effective Everyday Practice supports school readiness for all children. Four components build the house: the foundation represents effective and engaging interactions and environments; the pillars represent research-based curricula and teaching practices and ongoing child assessment; and the roof represents highly individualized teaching and learning. All four components interact with each other and are essential for effective everyday practice for all children.



Slide 3

Let's look at how teacher-to-teacher talk fits into this framework. On-going and effective communication among teachers helps build an engaging environment for children. When teachers talk to each other they build strong relationships, work together toward common goals and offer children a model positive and respectful interactions.

TEACHER-TO-TEACHER TALK

During this presentation you will learn:

- 1 The purposes of communication among the teaching team
- 2 How and what teachers talk with each other about to support teaching and learning

Slide 4

The objectives of this presentation are twofold. You will learn the purposes for communication among teaching teams to maximize teaching and learning time and how teachers talk with each other to support teaching and learning.

This presentation begins with where teacher-to-teacher talk happens. Next, it covers three key aspects: why it is important that teachers communicate with each other, what teachers communicate about in learning environments, and how teachers communicate effectively.




Slide 5

First, let's take a look at what teacher-to-teacher talk looks like.

DEFINITION: TEACHER-TO-TEACHER TALK

Teacher-to-teacher talk is...

...the purposeful communication between adults in a learning environment on a daily basis so that teaching and learning are provided in an effective and efficient manner.



Slide 6


Let's begin with a definition of teacher-to-teacher talk.

Who are we referring to as teachers? Head Start Program Standards say in standard **1306.20 (Program staffing)** that "grantees operating center-based program options or a combination program option must employ two paid staff persons (a teacher and a teacher aide or two teachers) for each class. Whenever possible, there should be a third person in the classroom who is a volunteer. " Adults in the classroom are the teachers, assistant teachers, and volunteers who are responsible for teaching that day.

The next term to explain is teacher talk. Teacher to teacher talk is the **purposeful** communication between adults in a learning environment, on a daily basis, so that teaching and learning are provided in an effective and efficient manner. This is not talking **about** children but rather talking with another adult in the room to enhance teaching and learning.

TEACHER-TO-TEACHER TALK DURING THE DAY

- Inside the classroom
- At outdoor times
- During meal times: snack, breakfast, lunch
- During transition times
- Any and all times of the pre-school day;




Slide 7

Teachers talk with each other inside the classroom, outside at recess or on field trips, at meal times, and during transitions – basically, any and all times of the day!

WHY DO TEACHERS TALK TO EACH OTHER?

- To ensure **consistency** with classroom routines and expectations
- To **share** information
- To **develop/maintain** a sense of teamwork



Slide 8

Why is it important that teachers talk with each other? In other words, what is the purpose of teacher-to-teacher talk?

First, when teachers talk with each other they ensure consistency with classroom routines and rules; they are able to share information and provide support to each other throughout the day.

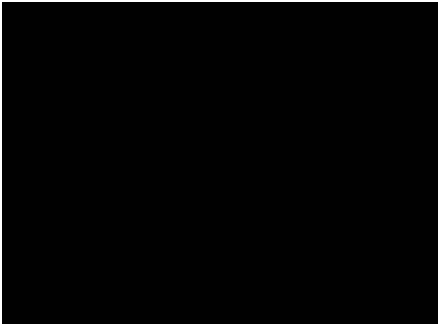
Children thrive on and need consistency. Many children learn routines quickly and don't want routines to change! When teachers understand and agree on steps in routines, know classroom rules and how they are interpreted and applied, there is consistency. Having all the adults "on the same page" prevents confusion on the part of both teachers and children. This makes the classroom run more smoothly.

continues

Slide 8 continued

Second, teachers talk to each other to share information. Information can concern children and families, other teachers or lesson plans. A traumatic event in the life of a child, a teacher arriving late due to car problems, or a change in plans for group instructional time can all impact the preschool day. Teachers can have brief exchanges to communicate this type of information.

Finally, teachers talk to support each other - to have that sense of teamwork - throughout the day. Teamwork implies that duties are shared, decisions are made in collaboration with one another and teachers observe one another to see where help is needed.



Slide 9

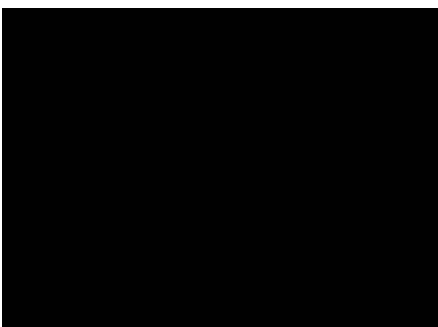
This video clip clearly demonstrates teamwork. Children are working on completing a project for graduation. This teacher observed that a volunteer needed some support and she gave the support.



Slide 10

What do teachers talk with each other about?

Teachers talk with each other about children's interests, children's learning objectives, their teaching practices, their adaptations for instructional success and children's behavior. The talk is really about the purposeful intent to improve children's learning.



Slide 11

You'll note in this video clip how teachers talk to each other to about a specific objective: reinforcing a child for using his words to express himself.

WHAT ELSE DO TEACHERS TALK ABOUT?

- Coordinating classroom activities
 - Transitions
 - Materials
 - Work loads
- Paper work
 - Documentation
 - Child observations
 - Required forms such as attendance
 - Lesson planning



Slide 12

There are other things teachers talk with each other about in order to have a classroom that supports teaching and learning.

Teachers need to talk with each other in order to ensure that a classroom is organized and run efficiently.

A very important issue that teachers must talk to each other about in order to have a classroom that runs efficiently is paper work. Making decisions about observations, required forms and lesson planning requires purposeful communication.

HOW DO TEACHER TALK TO EACH OTHER?

It's how you say it!

- Awareness of non-verbal cues
- Use language that implies teamwork
- Warm, caring and respectful
 - give friendly directions
 - giving compliments



Slide 13

How do teachers talk with each other?

Part of the old adage "It's not what you say, but how you say it" comes into play here. What you say is important; nonetheless it is also critical to be aware of how you communicate with another teacher.

Much of the communication we have with other people is non-verbal so we must be aware of non-verbal cues we send to others. Non-verbal communication can be ambiguous; signaling interest or non-interest, caring or not caring, trust or not trusting. Often, non-verbal communication can be ambiguous and unintentional; we might not even be aware of the signals we are sending to other teachers

Here are a few tips that can help foster positive relationships between teachers. One tip is to use language that implies teamwork. Addressing each other by name, and using words like "us" and "we" versus "I" and "you" fosters a sense of teamwork. This also provides children with models of collaborative interactions. Children hear that teamwork chatter and learn to use it themselves.

We know that emotional support plays an important role in helping children be ready for school. In the same way, teachers also need emotional support. One way to help achieve that is to be warm, caring and respectful of each other. Notice the difference between these statements: "Grab the glue, ok?" and "Miss Lillian, we're out of glue at our table. Would you be able to share some with us?" The first statement is mildly negative (it didn't even use include the teacher's name!) whereas the second statement reflects warmth and respect. The use of terms such as "please", "thank you", "excuse me" and "you're welcome" by teachers with each other is also a sign of respect. Warm, caring, respectful teacher to teacher talk supplies a model for children's language as well.

Using a quiet, calm voice also contributes to creating a warm caring climate in a classroom. A calm, low volume adult voice helps engender a higher feeling of safety particularly for children.

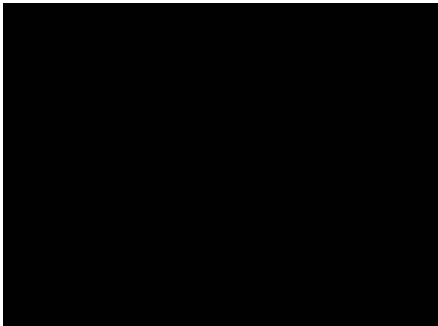
There are also times in which a teacher may need to give directions to another teacher. Directions are most helpful when given in a friendly manner.

One of the best reasons for teachers to talk with each other is to give compliments and acknowledge all the hard work being done. Hearing a compliment and being acknowledged enriches the social climate and provides an overall positive tone to the classroom environment.



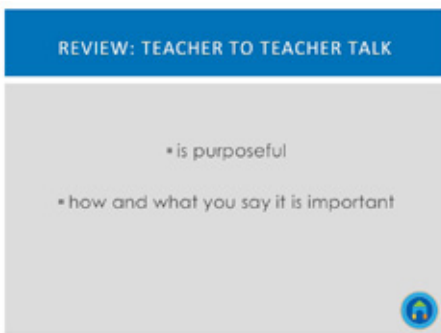
Slide 14

Here's an example. Listen for the compliment.



Slide 15

Now, listen for the friendly direction.



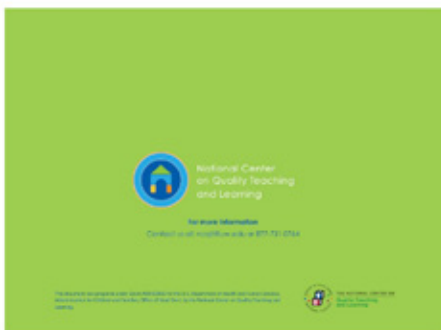
Slide 16

Let's review. Teacher-to-teacher talk is not idle chatter – it is talk between teachers and volunteers so that teaching and learning are provided in an effective and efficient manner.

Teacher-to-teacher talk has several purposes in the pre-school classroom:

1. To provide consistency for children
2. To share information
3. To develop/maintain sense of teamwork each other throughout the day.

And finally, teacher to teacher talk supports teaching and learning. Teacher-to-teacher talk provides a model for children's interactions with each other and embeds learning into everyday experiences for children.



Slide 17

Thank you for viewing this 15 minute in-service on teacher to teacher talk developed by the National Center on Quality Teaching and Learning.

Please feel free to view our web site for more resources.

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.

