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Teacher talk: Developing classroom interactional competence

Walsh (2013) suggests that interaction should be placed at the centre of learning and that teachers can improve their professional practice by developing a closer understanding of classroom discourse and its complex relationship with language, interaction and learning. Walsh proposes a structure for action research called the SETT Framework (self-evaluation of teacher talk), which describes four classroom modes and thirteen interactional features for analysing teacher talk and developing awareness of classroom discourse. Drawing on our own personal experiences, we demonstrate how using this tool can lead to an improvement in day-to-day teaching and professional practice. We also demonstrate how this reflective process is manageable for busy teachers. This practical talk includes an introduction to the SETT framework and some suggestions for reflective practice strategies aimed at improving teaching and learning.

Tertiary, Paper, Teacher education and development

Sunday 17 July, 11:00am - 11:30am, Room: SG.03

Morris, Sandra (Katikati College, f.mehrang@massey.ac.nz)

Filipo, Tina (Katikati College, tfilipo@katikaticollege.school.nz)

Luxton, Julie (University of Canterbury - Mau ki te Ako, julie.luxton@canterbury.ac.nz)

Ua atoa li'o o le masina: Whole circle of the moon

The low NCEA achievement of many Pasifika students in secondary schools is of concern. This paper summarises some recent Pasifika-focused research in the context of systemic changes in a semi-rural secondary school aiming to raise NCEA achievement for its senior Pasifika students. It discusses the impact of the establishment of a Pasifika aiga, with an unrelenting focus on achievement combined with strong pastoral support, and culturally responsive pedagogical and NCEA assessment practices.

Secondary, Paper, Language and identity

Saturday 16 July, 10:50am - 11:20am, Room: S1.01

Musgrave, Jill (Victoria University of Wellington, jill.musgrave@vuw.ac.nz)

Joe, Angela (Victoria University of Wellington, angela.joe@vuw.ac.nz)

Connecting principles, practice and reflection in TESOL teacher education

Finding effective ways to help student teachers integrate principles, practice and reflection is an important focus for teacher educators who are preparing student teachers for second language classrooms.

Nation's Four Strands are used to connect principles and practice in our practicum-based pre-service Grad Cert TESOL programme. Central to this framework is the idea that a well-balanced course consists of equal strands of meaning-focused input (MFI), language-focused learning (LFL), meaning-focused output (MFO), and fluency development (FD). Each strand is identified by a set of necessary conditions which teachers use to guide their practice. A particular challenge when applying the strands is to embed the necessary learning conditions into practice.

In this paper, we will outline the way in which our student teachers use these conditions to guide their preparation of teaching materials; the decisions they make as they teach the lessons; and their reflections on 'principles in action' after the lesson.

Tertiary, Paper, Teacher education and development

Sunday 17 July, 11:00am - 11:30am, Room: S1.02