

## **Keynote Seminar *presented by Professor Julie Dockrell***

UCL, Institute of Education, London, United Kingdom

### **Capturing communication supporting classrooms in the New Zealand context: What is needed and how can it be done?**

#### **Abstract:**



The 'research to practice' gap has long been acknowledged in education and the social sciences more generally. Policy makers and practitioners, across different social sciences, reported that only 35% of the respondents frequently used university research, despite it being one of the most trusted sources. In this seminar we will examine how research evidence can support the development of effective language learning school environments. Drawing on work from the UK Better Communication Research Programme (Dockrell, Lindsay, Roulstone, & Law, 2014) we will focus on the development and potential uses of the Communication Supporting Classroom Tool (Dockrell, Bakopoulou, Law, Spencer, & Lindsay, 2015) in the New Zealand context. The focus will be on three questions:

1. Who are the stakeholders and what is their engagement with the evidence base?
2. Adaptations/developments required for use in New Zealand schools?
3. What steps can be taken to evaluate the uses of the tool by teachers, schools, educational psychologists and SLTs?

At the end of the seminar participants will have the basis to engage with schools to profile their language learning environments.

Dockrell, J., Lindsay, G., Roulstone, S., & Law, J. (2014). Supporting children with speech, language and communication needs: an overview of the results of the Better Communication Research Programme. *International Journal of Language & Communication Disorders*, 49(5), 543-557.

Dockrell, J. E., Bakopoulou, I., Law, J., Spencer, S., & Lindsay, G. (2015). Capturing communication supporting classrooms: The development of a tool and feasibility study. *Child Language Teaching & Therapy*, 31(3), 271-286.

#### **Introduction/rationale:**

Significant numbers of children in mainstream schools do not have the oral language skills to engage with the curriculum and benefit from the learning opportunities that are afforded. An important

element in developing oracy skills within education is ensuring that classrooms are effective language learning environments. There are limited resources that teachers and SLTs can use either alone or together to profile the classroom's language learning potential. This seminar considers one such tool (CSCOT) and its potential in New Zealand.

### **Objectives:**

1. Identify the stakeholders and their engagement with the evidence base to support effective classroom communication
2. Capture adaptations/developments required for use in New Zealand schools
3. Outline steps can be taken to evaluate the uses of the tool by teachers, schools, educational psychologists and SLTs within the New Zealand context

### **Results or practice implications:**

At the end of the seminar participants will have the basis to engage with schools to profile their language learning environments and develop opportunities for further school professional development and action research.

### **Learning outcomes:**

1. Understand the challenges in classrooms for supporting children's oral language skills
2. Identify the key aspects of the classroom language learning environment and potential drivers of change
3. Identify ways in which the tool can be used in schools

### **Conclusion:**

Classrooms can provide effective language learning environments. The challenge is implementing effective pedagogy which is developmental and culturally sensitive.