



This guide walks you through presenting the **Teacher-to-Teacher Talk** in-service suite. These are suggestions, so please use the materials as you see fit. This in-service suite includes PowerPoint slides and supporting materials.

MATERIALS NEEDED:

- Presenter PowerPoint slides (16)
- Projector and audio equipment
- Learning Activities:
 - » *Push My Buttons*
 - » *What Do Teachers Talk About?*
Discussion Questions
 - » *Writing Compliments*
- Tips for Teachers
- Tools for Supervisors
- Helpful Resources
- Flip chart or similar large paper and markers for writing participant ideas

BEFORE YOU BEGIN:

- The purpose of this presentation is to help teachers engage in ongoing and effective communication with each other in a manner that supports quality teaching and learning in the classroom.
- This is one in a series of in-service suites on *Staffing*.
- Two main types of teacher communication are described: communication that supports general classroom organization and teamwork and communication that supports children's learning.
- The presentation includes video clips that illustrate a variety of examples of teacher talk.
- Learning activities offer participants opportunities to discuss and practice effective ways to communicate with each other.



SLIDE 1: TEACHER-TO-TEACHER TALK

Introductions:

- Begin the training by giving participants background information on yourself.
- Provide an opportunity for participants to introduce themselves (e.g., where they are working, their current role, etc.).
- Provide an idea for an ice breaker related to the topic. For example, ask participants:
 - “When is it most important for teachers to talk to each other during the school day?”

Introduce the topic:

- *Teacher-to-Teacher Talk* focuses on communication between adults in the preschool classroom.

EMPHASIZE



Teacher talk is any communication about what is happening in the classroom that occurs between adults.

The purpose of the communication is to enhance teaching and learning.



SLIDE 2: FRAMEWORK FOR EFFECTIVE PRACTICE

Review the NCQTL Framework for Effective Practice:

- The House structure supports school readiness for all children.
- The foundation represents effective and engaging interactions and environments.
- The pillars represent research-based curricula and teaching practices and ongoing child assessment.
- The roof represents highly individualized teaching and learning.

All components interact with each other and are essential for effective everyday practice for all children.

This presentation fits into the *foundation* of the House.

- On-going and effective communication among teachers helps build a well-organized classroom and an engaging environment





LEARNING ACTIVITY:

PUSH MY BUTTONS

This activity is designed to help participants think about potentially frustrating or challenging things that may occur in the classroom between adults and how consistent communication can help alleviate this stress.

HANDOUT

Distribute the handout *Push My Buttons*.

Review directions and have each participant write down responses. Assure participants that individual responses are not meant to be shared unless they choose to do so.

DISCUSSION

Ask for volunteers to share comments and examples with the larger group.

Write responses down on a flip chart as participants share them. If no one shares, provide some examples (a staff member changing a plan in the middle of an activity, a staff member forgetting to pass on information from a parent about their child, etc.). Explain to participants that using teacher communication can help support staff in being productive, efficient members of the classroom team.

OBJECTIVES



- To discuss the **purposes** of communication among the teaching team
- To understand **how** teachers talk with each other to support teaching and learning

SLIDE 3: OBJECTIVES

Outline the objectives for the presentation:

- To discuss the purposes of communication among teachers
- To understand how teachers talk with each other to support teaching and learning





Length of video: Approximately 38 seconds

SLIDE 4: VIDEO: WHAT DOES TEACHER-TO-TEACHER TALK LOOK LIKE?

Introduce the video.

Inform participants that they will view a video that shows what teacher-to-teacher talk looks like.

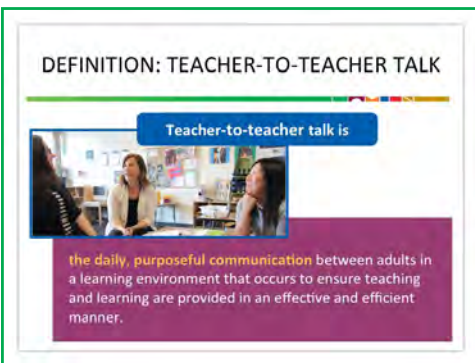
VIDEO 

DISCUSSION 

Ask participants what characteristics they noticed about how teachers communicated with each other.

Examples from the video:

- A teacher walks across the room to talk with another teacher.
- A teacher gives a direction to another teacher using a friendly tone.
- A teacher coordinates an activity with another team member.



SLIDE 5: DEFINITION: TEACHER-TO-TEACHER TALK

Teacher-to-teacher talk is the daily, purposeful communication that occurs between adults in a learning environment to ensure teaching and learning are provided in an effective and efficient manner.

EMPHASIZE

Talk is purposeful.

Communication is focused on maximizing teaching and learning.





SLIDE 6: TEACHER-TO-TEACHER TALK DURING THE DAY

Teachers talk with each other throughout the entire day.

Ask participants to share ideas of what teachers might talk with each other about during the following classroom activities and routines as they appear on the slide.

- Activities inside the classroom
- Outdoor activities
- Meal times
- Classroom transitions

EMPHASIZE *

Teachers talk with each other at all times of the day and during all activities.

Communication is ongoing and systematic.



SLIDE 7: WHY DO TEACHERS TALK TO EACH OTHER?

- To ensure consistency with classroom routines and rules
- To share information and provide support to each other
- To create a sense of teamwork





Length of video: Approximately 12 seconds

SLIDE 8: VIDEO: GETTING MATERIALS

Introduce the video.

Inform participants that they will view a video that shows teachers working as a team and providing support to each other.

VIDEO 

DISCUSSION 

Ask participants for comments on how teachers worked together as a team.

An example from the video:

- A teacher provided support to a volunteer by providing her with additional materials.



SLIDE 9: WHAT DO TEACHERS TALK ABOUT?

DISCUSSION 

Before showing the slide ask participants to share their ideas of what teachers may talk about with each other.

- Write ideas on a large sheet visible to the group and refer back to the ideas as you discuss Slides 9 and 10.

Teachers talk with each other about:

- Children's interests: "Soren is drawing a picture of a dinosaur here at the art table!"
- Children's learning objectives: "Noah is working on giving friends a turn when they ask for one while he is playing at the sensory table."
- Teaching practices: "You can help Joey by showing him how to write his name."
- Adaptations: "Let's try using this cube chair for Calen at circle."
- Children's behavior: "Wow! I love how the kids at the yellow table are using safe hands with the playdough."




WHAT ELSE DO TEACHERS TALK ABOUT?

Coordinating classroom activities

- Transitions
- Materials
- Work loads

Paperwork and documentation

- Child observations
- Required forms such as attendance
- Lesson planning



SLIDE 10: WHAT ELSE DO TEACHERS TALK TO EACH OTHER ABOUT?

Other things teachers talk with each other about:

- Coordinating classroom activities:
 - » **Transitions:** These are critical times to communicate with your staff, regarding where children are going next, which child might need support, etc.
 - » **Materials:** It's important to communicate with teachers about materials needed for certain activities, when it's time to clean up materials or how children are expected to play with certain materials.
 - » **Work loads:** Communicating about which teachers will be supporting certain children or which teachers are responsible for ensuring certain classroom tasks are completed helps ensure the classroom runs smoothly and efficiently.
- Paperwork and documentation
 - » Child observations, forms, lesson plans, communication logs, daily notes, and data sheets are examples of instances where teachers sharing information with one another can be helpful.

NOTE

Remember to refer back to participants' list generated for Slide 9.



Length of video: Approximately 13 seconds

SLIDE 11: VIDEO: SHARING TEACHING PRACTICE

Inform participants that they will view a short video clip that shows teachers talking with each other about a child's learning objective.

VIDEO

DISCUSSION

Ask participants for comments on how teachers talked about a child's learning objective.

Examples from the video:

- Teachers talked to each other about a specific objective: reinforcing a child for using his words to express himself.
- Highlight that one teacher walked over to the other teacher in the block area rather than calling across the room. Also the teacher spoke with the child and shared what was said with the other teacher instead of simply providing directions without context.





LEARNING ACTIVITY:

WHAT DO TEACHERS TALK ABOUT? DISCUSSION QUESTIONS

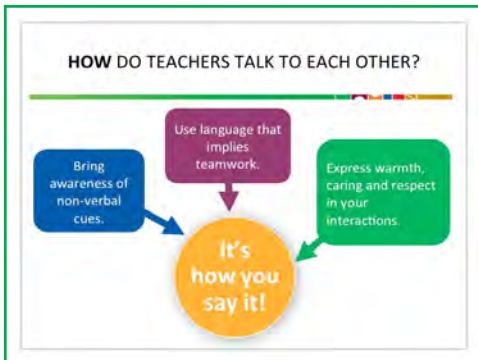
In small groups of 3–4, participants discuss examples of comments teachers might share with each other about children and teaching practices.

HANDOUT

Distribute the handout *What Do Teachers Talk About? Discussion Questions* and review directions.

DISCUSSION

Share ideas from the small group conversations with the larger group.



SLIDE 12: HOW DO TEACHERS TALK TO EACH OTHER?

DISCUSSION

Ask participants to comment on the adage, “It’s not what you say but how you say it,” “What does this mean in your classroom? What does it mean for children? For adults?”

Discuss the following questions:

- What are some non-verbal cues that are used between teachers in the classroom, and what do they convey?
- What words (e.g., we, us) and behaviors (e.g., sharing information) do teachers use that reflect teamwork?
- What are examples of warm, caring, respectful words and phrases that teachers might use with colleagues?





Length of video: Approximately 20 seconds

SLIDE 13: VIDEO: COMPLIMENTING ANOTHER TEACHER

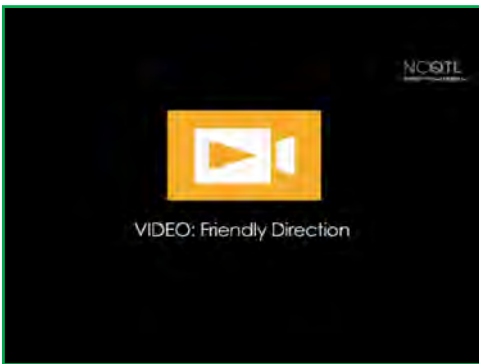
VIDEO 

DISCUSSION 

Ask participants for comments on how a teacher compliments another teacher.

An example from the video:

A teacher compliments a teaching assistant for prompting a child to ask a friend for help.



Length of video: Approximately 8 seconds

SLIDE 14: VIDEO: FRIENDLY DIRECTION

VIDEO 

DISCUSSION 

Ask participants for comments on how a teacher gives a friendly direction to another teacher.

An example from the video:

A teacher gives a friendly direction to another teacher to assist a child in making a choice about where to play.



LEARNING ACTIVITY: WRITING COMPLIMENTS

The purpose of this activity is to give an opportunity to think about ways for teachers to compliment each other throughout the day.

Divide participants into small groups of 3–4.

HANDOUT 

Distribute the handout *Writing Compliments*. Review directions and have each group write down responses.

DISCUSSION 


Ask a participant from each group to share examples with the larger group.

REVIEW: TEACHER-TO-TEACHER TALK

Teachers purposely use Teacher-to-Teacher Talk to:

- Ensure consistency.
- Share information.
- Maintain a sense of teamwork.

What you say and how you say it are both important!



SLIDE 15: REVIEW

- Teacher-to-teacher talk is talk between teachers and volunteers to ensure that teaching and learning are provided in an effective and efficient manner.
- Teacher-to-teacher talk has several purposes:
 - » To ensure consistency
 - » To share information
 - » To develop/maintain sense of teamwork

HANDOUT

Based on participant roles:

- Distribute and review *Tips for Teachers*.
- Distribute and review *Tools for Supervisors*.
- Distribute the *Helpful Resource* list and review key resources.



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

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SLIDE 16: CLOSING

Provide participants with NCQTL contact information and encourage them to visit our website for additional resources to support effective teaching practices in the classroom.