LANGUAGE FOR LEARNING

Developing confidence and effectiveness of communication

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Language for learning

"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"   "I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"

Language For Learning

'*Every word and action can send a message. It tells children how to think about themselves. It can be a fixed-mindset message that says: "You have permanent traits and I am judging them". Or it can be a growth-mindset message that says: "You are a developing person and I am interested in your development." It is remarkable how sensitive children are to these messages*.'- Carol Dweck

" *People's beliefs, attitudes, values and dispositions are contagious. Children pick up on them unwittingly from everyone around them, especially those they trust or admire*"- Guy Claxton and Graham Powell

Current attainment versus Ability

- Levels of achievement and performance change constantly.

- The concept of 'ability' cages expectations

We avoid using words such as high ability, ' bright', ' gifted', ' 'natural talent' or ' low ability', ' less able', ' average' or ' weak'.

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The power of ' Yet'

The word raises not just the possibility that you will eventually be able to do it, but the expectation that you can and will.

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Always and Never

You are always on your phone

You never tidy up after yourself

You always forget to………

These are all limiting statements and do not reflect the capacity or expectation for the learner to grow.
We get more of the behaviour we notice the most

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Could be ??

- The phrase 'could be' promotes deeper thought and hypothesis generation. Look at the effect of replacing the word ' is' with ' could be'

What is the solution to this problem?	What solutions could there be this problem?
What do you need to fix this?	What could you do to fix this?
What should you do in this situation?	What could you do in this situation?

What do you notice?

' Is' language shuts off learning

' Is' suggest that there is only one solution or that the thinking has already been done for them.

' Could be' language opens up possibilities. It invites children to offer a range of solutions and to engage in problem solving for themselves.

What do you think are the top 10 communication skills that employers look for?

4/ 5 of the top skills are focused on effective communication

Most valued communication skills- employers

Active Listening	Empathy
Verbal communication	Feedback
Written communication	Clarity and accuracy
Non verbal communication	Confidence
Respect	Digital communication

How many did you guess?

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Active Listening	Active listening involves paying attention to what someone is saying as well as their **intention**, **tone**, and other aspects of speech. It involves listening to the words being spoken and not simply to what is being said.
Verbal communication	When you're speaking, be clear and audible. **Adjusting your speaking voice** so others can hear you in a variety of settings is a skill, and it's critical to communicating effectively. Speaking too loudly may be disrespectful or awkward in certain settings. Another aspect of verbal communication is **vocals and tonality**. This involves how your tone moves up and down, your pitch, which words you place emphasis and the pauses you place between phrases.
Written communication	Ensuring written clarity, **appropriate tone** for **audience** and **purpose,** concise language with correct use of grammar, spelling and punctuation
Non verbal communication	**Body language, eye contact, gestures, facial expressions and tone of voice** are key elements of communication. If you are slouched with your arms folded, failing to make eye contact and not looking engaged or focused on the conversation, this will communicate to the other party that you are disinterested in the matter and that you don't care about their response or opinion. Non verbal cues can convey how a person is really feeling. Negative body language will inevitably lead to poor or misinterpreted communication.

Careers

Oracy

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Respect	A key aspect of respect is **knowing when to initiate communication and respond**. In a team or group setting, allowing others to speak without interruption is seen as a necessary communication skill tied to respectfulness. Respectfully communicating also means **using your time with someone else wisely—staying on topic**, **asking clear questions and responding fully to any questions they've asked you**. You can show respect through your body language and tone of voice, by smiling and keeping a suggestive tone rather than trying a more authoritative approach.
Empathy	This ability is about **stepping into someone else's shoes** and understanding their feelings and motivations. In the workplace, empathy enables you to make informed decisions based on what others might experience and how they might react.
Feedback	Being able to **give and receive constructive feedback** is a vital skill in the workplace
Clarity and accuracy	Effective communication involves conveying your message clearly, concisely and accurately. Planning what you are going to say or write and ensuring it is accurate are key skills. **Take time to plan and edit**.
Confidence	Making **eye cont**act when you're addressing someone, **sitting up straight** with your **shoulders open** and preparing ahead of time so your thoughts are clear and you're able to answer any questions. **Avoid using filler words**.
Digital communication	Employers want young people who are confident to communicate effectively over a range of digital platforms including **virtual meetings**, online platforms, social media- Knowing how to express your message confidently and clearly in different digital platforms will become imperative in the future.

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Active Listening	Empathy
Verbal communication	Feedback
Written communication	Clarity and accuracy
Non verbal communication	Confidence
Respect	Digital communication

Thinking about these skills , together with your child , can you rank your child's ability with each skill.
1 being the strongest
10 being the area for most development

How can you help develop these skills at home?

Phone/ Technology Amnesty ?

Technology combats effective oral communication

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Developing Oracy at home

Avoid filler words… erm/ like/ you know/ alright/ well / umm

Speak in full sentences. Encourage more than accept one word answers

Telephone etiquette

Pace of speech

Avoid contractions in formal settings.. Don't/ won't/ can't

Avoid slang

Turn taking, avoid interruptions

Encourage social interaction with strangers (paying for things in shops etc.)

Consider tonality- avoid phrasing statements as questions

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Highlight non verbal communication

Body posture/ slouching

Maintaining eye contact, avoiding distractions

Consideration of personal space

Facial expressions, eye rolling
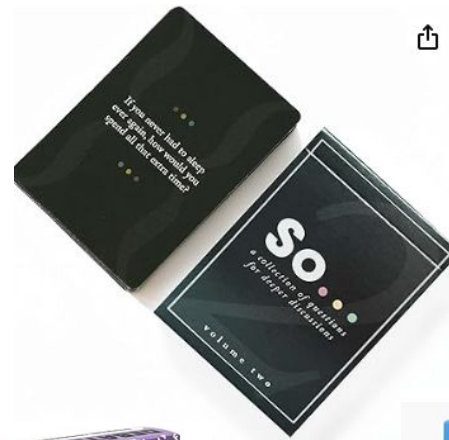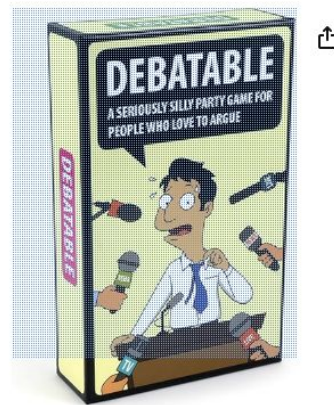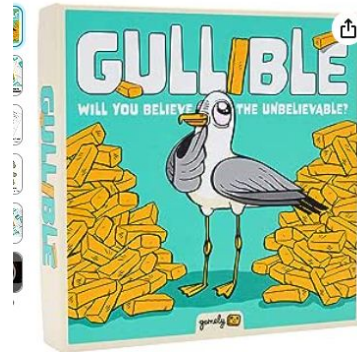
Hand gestures/ positioning
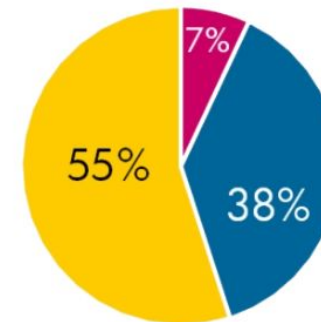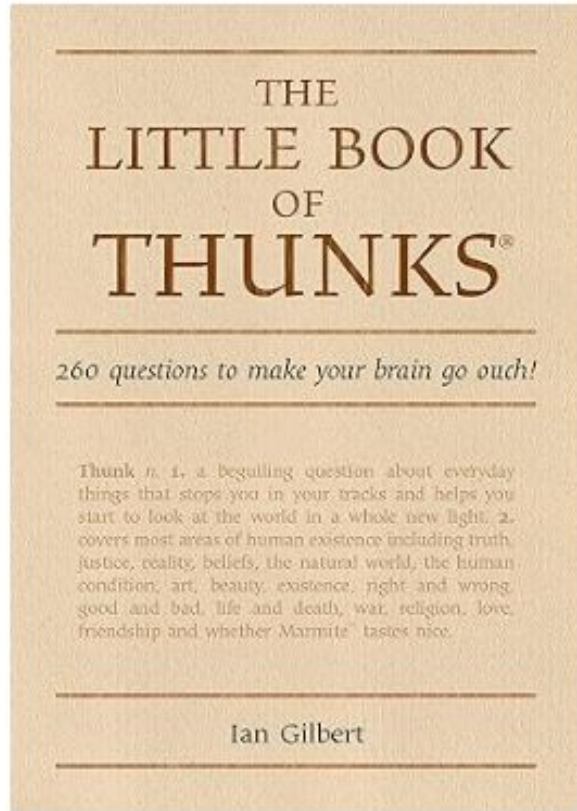
Dr. Albert Mehrabian's 7-38-55% Rule

Elements of Personal Communication
- 7% spoken words
- 38% voice, tone
- 55% body language

7%

38%

55%
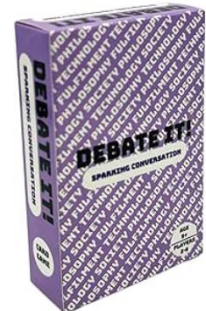
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An individual's literacy skills influence their employment and earnings later in life and the relationship between literacy levels and employment in England is the strongest in the OECD2 .
The average 18-year-old with very poor literacy will earn around £33,000 less over their lifetime than if they had basic literacy skills

Literacy and communication skills are vitally important in the workplace, with higher levels of essential skills such as speaking, listening, leadership and teamwork being associated with higher incomes and reducing the probability of being out of work . Such skills are highly valued by employers, and in 2022, Teach First found that broad "soft skills" such as communication and presenting, as well as literacy and numeracy skills, were among the top factors considered by employers when recruiting young people .

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However, 72% of these employers were concerned about young people's level of broader skills for the workplace, such as communication and presentation, and 68% showed concern about their levels of literacy and numeracy skills . These concerns about the absence of relevant workplace skills can make employers hesitant to recruit young people and presents a barrier to employment.

Meanwhile, young people themselves have shown decreased confidence in applying for work, and passing interview and selection processes in 2022 compared to previous years, as found by the Youth Voice Census , with only a third of young people saying they understood the skills employers were looking for.

RELATE- Interaction and communication

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RELATE

Interaction & Communication

Be self-aware

Try to read others

Talk to people in different contexts

Use positive body language

Show good manners

Be courteous

Be considerate

Listen to understand rather than respond

Empathise

Be a team player

I know when it's best to work alone or with others

I am able to draw the best out of other people

I am courteous and polite in my interactions with others

I am able to use a range of roles in collaborative group work

I listen to others and try to understand how they are thinking

I am able to pick up good habits from other people

I help create a purposeful learning environment

I support others

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How will this evening run?

	Session 1	Session 2	Session 3	Session 4	Session 5
8SEV- Group 1	Mr Sayce- Room Room 1	Miss Nichols Room 2	Miss Frary Room 3	Ms Skarin Room 4	Mrs Watts Room 5
8EBA- Group 2	Miss Nichols Room 2	Miss Frary Room 3	Ms Skarin Room 4	Mrs Watts Room 5	Mr Sayce- Room Room 1
8COR- Group 3	Miss Frary Room 3	Ms Skarin Room 4	Mrs Watts Room 5	Mr Sayce- Room Room 1	Miss Nichols Room 2
8HPR- Group 4	Ms Skarin Room 4	Mrs Watts Room 5	Mr Sayce- Room Room 1	Miss Nichols Room 2	Miss Frary Room 3
8JHV- Group 5	Mrs Watts Room 5	Mr Sayce- Room Room 1	Miss Nichols Room 2	Miss Frary Room 3	Ms Skarin Room 4

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