Professional Learning Modules
VIDEO TIME LOG INDEX

Key strategy	Time start	Time end
Discussion at tables: What do you remember about how you learnt language? How do you think children learn language?	0:22	0:33
Introduction to oral language and what will be covered in professional learning activities and units	0:33	3:34
What does oral language actually sound like or look like in classroom contexts? Prep students talking about pictures in text Hairy Bear	3:47	16:03
Discussion at tables question: What did you observe that the students were able to do?	16:04	16:20
Breakdown of what skills the Prep students were able to demonstrate in Hairy Bear	16:20	19:56
CPOL Learning intentions	19:58	20:47

Video 2 Unit 1 - Introducing ICPALER Framework

Key strategy	Time start	Time end
Aspect 1: Introduction of Ideas from ICPAL	1:20	1:51
Aspect 2: Conventions from ICPAL	1:51	3:13
Aspect 3: Purpose from ICPAL	3:13	3:35
Aspect 4: Ability to Learn from ICPAL	3:36	4:05
Review of above four aspect	4:06	5:02

Summary of ICPAL	5:03	5:30
Importance of teaching oral language	5:57	6:27
Example of using ICPAL framework to analyse real life example (4yo child in toy shop)	6:27	7:04
Use of ICPAL in the classroom for teachers and questions to consider when using framework	7:04	8:30
Use of framework to reflect and monitor students use of language	9:30	10:00
ICPAL applied across other languages and EAL/D	10:00	11:16
Oral language and literacy competence links	11:18	12:34
Oral language and writing links	12:35	13:33
Language based strategies to develop and understand texts (and link to OL)	13:33	15:22
Metacognition (self-talk)	15:22	16:50
Oral language in the classroom and importance of OL in students social skills and self-identity as learners	16:50	17:29
CPOL activities x2	8:34 17:30	8:44 17:59

Video 3 Unit 2a - Analysis of the types of ideas

Key strategy	Time start	Time end
The 4 types of meaning in language- words used, sentences used, discourse, topic or theme.	0:42	1:38

Classroom Example: Prep students talking about their pets	1:58	7:42
Word bank/vocabulary description	7:45	8:17
Examples of prep students word banks/vocabulary demonstrated	8:18	9:14
Description of age specific understanding of vocabulary e.g. 5y/o vs. 10 y/o understanding of the word	9:15	9:45
Morphemes/morphology Overview	9:45	11:19
The two types of morphemes (free and bound morphemes)	11:19	12:19
What do word meanings look like? How do we demonstrate word meanings? What is a word meaning?	12:20	14:04
CT demonstration of how to guide students to the meaning of unfamiliar words, using context and synonyms	14:05	15:43
Analysis of Prep students vocabulary selection procedure	15:45	16:36
Word meaning developmental pathway (Overview)	16:37	18:45
Discussion at tables- what teaching implications do 'word meanings' have for expressive language for our EAL-D students?	18:46	19:00
Word meanings: step 1: label, step 2: perceptual features, step 3- function	19:01	19:54

Developmental sequence of word meanings	19:55	20:33
Two Types of word meanings (function and content words)	20:34	21:17

Video 4 Unit 2b - Ideas that are communicated

Key strategy	Time start	Time end
Sentence meanings	5:25	
Declarative Sentences (action, agent, how/where)	6:00	6:46
Questions, tag questions, instruction, exclamation	8:19	9:57
2 event sentences (compound and complex): independent and dependent clauses and conjunctions	11:09	16:16
Adjectival clause	17:35	
Linking two events in time or space	18:00	18:44
Cause-effect or consequential relationship	18:45	19:40
General relationship	19:41	
General inclusive relationship	20:20	
Conditional relationship	20:44	21:28

Sentence starters	25:02	
Sentence comprehending strategies	26:30	27:35
What to look for: example with big book	29:39	35:33
Discourse meanings: Extending students' conversations	40:10	50:58
Questions to ask/what to look for about students' discourse	51:04	54:14
topic/theme	57:10	
Checking student's knowledge	1:04:14	1:07
Ideas and links with literacy	1:07:45	

Video 5 Unit 3 - Conventions of oral language

Key strategy	Time start	Time end
Phonological conventions _Topics within phonological conventions:_ _Phonological development in children_ _Sound patterns in language_ _Phonology differences in languages_	5.15 6.49 9.13 10.29	24.55 8.45 10.28 13.23
Two narrative retells- grade 1 class	24.54 27.27	27.26 29.25
Analysis of retells and	29.25	31.06

conventions used in the retell		
Recap of narrative features	31.08	32.35
Stress and intonation patterns	32.30	34.38
Introduction of grammatical conventions	34.39	42.37
Types of grammatical conventions	42.37	49.19
Grammatical inaccuracies	50.10	51.23
Genre/discourse conventions	51.47	54.18
How oral language conventions influence reading and writing	54.21	56.51
Link between oral and written language conventions	56.53	57.40

Video 6 Unit 4 - purposes for using oral language

Key strategy	Time start	Time end
Social language	8:30	9:07
Using oral language to achieve social goals (4 aspects)	9:26	10:06
ICAPLER	10:25	10:45
Aspect 1: Manage and direct language use (i.e., initiate, turn-taking, extending, adjust)	11:50	13:13
Difficulties	13:45	14:29
Recording student activity form (behavioural checklist)	14:58	15:29
Teaching and supporting management and direction (aspect 1)	15:30	16:10

Aspect 2: adjust to context and audience	16:12	19:00
Difficulties	19:21	20:13
Aspect 3: Use language for different goals	22:53	24:25
Communicator's goals	24:26	27:25
Student's record form (ability to identify and infer)	31:35	31:50
Aspect 4: Listen and speak "between the lines"	32:13	
Extending conversations	36:00	36:19
Links between pragmatic aspects of OL and effective reading and writing	39:03	40:20

Video 7 Unit 5 - Capacity to learn oral language (ability to learn)

Key strategy	Time start	Time end
Unit 5: Introduction/ Learning Intentions	0.00	0.49
Ability to learn language - Overview of Two Phases	1.28	1.55
Ability to learn language Phase 1 - Cognitive Development/ Initial Emergence of Language (Overview of Seven Thinking skills)	2.05	5.58
Thinking Skills (In Depth) 1. Symbolise 2. Categorise 3. Link Ideas 4. Sequence 5. Goals 6. Transfer 7. Encode	5.59 5.59 8.15 11.50 14.11 16.05 17.45 18.27	22.47 8.13 11.49 14.09 16.03 17.43 18.26 22.47
Language Experiences Overview	22.48	23.09

Auditory Perceptual Abilities	23.11	25.50
Influence of Self Efficacy on Language Learning	25.52	26.58
Early Metacognitive Capacity	26.59	29.44
Summary	29.45	30.19
Teaching/Observing Self Talk	30.20	31.49
Learning Language and Cultural Specificity	31.50	34.29
Unit 5 Activity	34.30	34.44

Video 8 Unit 6a - Using the ICPALER framework to plan for oral language teaching

Key strategy	Time start	Time end
Learning Intentions	0:08	0:42
Teaching Decisions - Overview	0:43	0:49
What aspects of language will be taught?	0:52	2:32
- Ideas aspect	1:06	1:25
- Conventions	1:26	1:41
- How to use language for particular purposes	1:42	2:04
- Ability to learn	2:05	2:23
Parts of the grid	2:33	3:08
How will you structure the teaching?	3:09	4:50
Principles used to design and guide your language	4:51	9:15
Most appropriate contexts for teaching aspects of language	9:16	15:53
- Action Comprehension	9:31	10:57

Task Contexts - Picture Comprehension Task Contexts	10:58	12:02
- Listening Comprehension for spoken prose task contexts	12:03	13:26
- Talk contexts	13:27	14:48

Video 9 Unit 6b Language learning processes needed for each context

Key strategy	Time start	Time end
Activities to teach AL of ICPALER - Overview	0.00	0.44
Activities/Strategies for Information Processing Skills	0.45	6.02
- Skill 1 (Retaining Items for a Brief Period of Time)	0.45	3.17
- Skill 2 (Phonological Processing)	3.27	4.33
- Skill 3 (Rapid Recall)	4.46	5.17
- Skill 4 (Storing Knowledge in LTM and recalling it later)	5.18	6.02
Teaching Decisions - 5 What teaching climate is most useful for language learning?	6.20	22.29
- Introduction	6.20	6.36
- Using Topics/Themes and Idea list for P-2	6.37	7.53
- Classroom Example of Theme discussion	7.54	22.29
Teaching Decisions - Formats	22.31	25.30
- Overview	22.31	22.54
- Small Group/ Individual	22.55	24.09
- Wider Classroom	24.11	25.30
Teaching Conditions that Foster Oral Language	25.31	34.30

Learning		
- Overview	25.31	26.23
- Condition 1	26.24	27.43
- Condition 2	27.44	28.43
- Condition 3	28.44	29.24
- Condition 4	29.24	29.55
- Condition 5	29.56	30.54
- Condition 6	30.55	31.49
- Condition 7	31.51	32.04
- Condition 8	32.05	32.50
- Condition 9	32.52	33.12
- Condition 10	33.14	33.34
- Condition 11	33.36	33.57
- Condition 12	33.58	34.24
Checklist	34.31	34.38

Video 10 Unit 7a: Teaching each aspect of the ICPALER framework in context: getting their knowledge ready phase

Key strategy	Time start	Time end
Getting knowledge ready introduction	7:13	8:04
Inferring and importance in reading	9:40	10:18
Scenario 1 - "Voices in the Park": Grade 3-4 Inferring pre-reading	8.05	31:05
Strategy Overview	8:05	9.38
Scaffolding/Questioning using the title	10.29	11.29
Scaffolding/Questioning using the Front Picture	11.31	14.04
Predicting Topics	14.08 25.52	14.43 27.08
Cueing students to imagine themselves in the park/ imagine what might change	15.44	20.27
Questioning about what words might be in the text	20.31	24.49

Cueing students into what strategies they need to use	25.04	25.49
Questioning about "First Voice"/ prompting student to infer	27.19	29:54
Vocabulary and its Importance in Reading	31.25	32.08
Scenario 2: "How Sounds are Heard" - Grade 2 Stimulating existing vocabulary	31:06	45:40
Strategy Overview	32.02	34.34
Teacher links current lesson to previous lesson	34.36	35.03
Stimulating Vocabulary through Word Recognition and Questioning	35.08	45:40
Scenario 3: "Room on the Broom" - Prep. Forming initial verbal impressions, teacher elaborating and extending	45:41	56:17
Strategy Overview	45.41	48.41
CT uses picture to stimulate/Convert visual pictorial info into verbal	48.52 50.09 51.02 52.43 53.28 55.38	49.55 50.16 51. 36 53.10 53.47 56.17
CT uses the title of the book to stimulate	54.26	55.38
CT prompts students to speak in complete sentences about what they see	49.00 51.12 53.37	49:50 51.14 53.38

CT prompts them to add to what they infer about the story	50.49 51.49 53.11	50.55 51.58 53.20
CT prompts for words that might be in the text of synonyms	53.48	54.23
Encode how CT models ways of thinking	49.00	49.40
CT prompts to elaborate and extend responses	50.18 52.25 55.57	50.30 52.37 56.03
Using formative assessment to elaborate and extend	56:18	56:37
Scenario 4: "The Rainbow Fish" Grade 2. Students linking what they see to what they know	56:38	59:13
Strategy Overview	56.55	57:16
CT asks what students can see on the cover	57.21	57.56
CT Link some of the items they name with what they know	57.57	59.13
Summary of strategies used in the videos	56:14	1:00:15

Video 11 Unit 7b Teaching each aspect of the ICPALER framework in context: While speaking and listening phase

Key strategy	Time start	Time end
Speaking and Listening Introduction	0:14	3:46
Scenario 1: Prep Class - Develop Emerging	3:47	20:08

Understanding of the Text Reading "Room on the Broom"		
Introduction and explanation of class scenario	3:47	6:29
Predict feelings and motives	6:45 12:08	7:21 13:54
Vocabulary instruction using "Meaning Making Motor" Discussing definitions and synonyms to build comprehension	7:22 11:03 17:40	10:45 11:30 18:39
Identifying, analysing and predicting from image prior to reading passage	12:04 16:30	15:04 17:36
Structured activity to create sentences with conjunction 'because'	13:54	15:03
Punctuation - discussion regarding ellipsis	18:52	20:06
Scenario 2: Grade 3 - Beginning phase 2 with same text knowledge "The Cantankerous Camel"	20:25	39:06
Infer meanings of new words and link meanings	23:56	38:34
Ensure students have existing knowledge focussed and directed	24:37	26:17
Introduce language concepts (e.g. suffixes, referents, similes)	26:22 31:15 34:15	27:10 32:26 36:00
Text-to-world connection/comprehension strategy	36:02	37:22
Rhyming patterns and imagery	27:11 33:40	27:35 34:00

Narrative retell - introduction and discussion re: important elements to include	39:07	40:54
Narrative retell - students retell with prompting	40:55	46:23
Reflect on learning and making links *Including summary of events in story and new vocabulary learnt (choral response)*	46:18	53:12
Review of Scenario 2	53:13	53:37
Scenario 3: Prep class - Convert each picture into a language form from book "Hairy Bear"	53:37	1:07:10
Introduction to Scenario 3	53:37	55:31
Students describe images from book	55:35	1:05:53
Instruction to speak in sentences and form increasingly complex sentences	57:29	1:07:10
Summary of strategies used in the video	1:07:11	1:08:27

Video 12 Unit 8a: Implementing the ICPALER framework in your teaching

Key strategy	Time start	Time end
Overview of the 3 phases of the ICPALER in context	0:00	4:06
Embedding each phase of the ICPALER in teaching	4:07	4:28
Getting knowledge ready subphase 1: teach students to recall and link imagery with the topic	4:30	5:57
Getting knowledge ready	5:58	6:36

subphase 2: teach students to recall relevant verbal knowledge		
Getting knowledge ready subphase 3: Teach students to bridge to text	6:37	7:22
Example video in grade 1 class	7:23	12:27
Summary of strategies used in video	12:28	13:05
Example video in grade 3 class	13:06	16:43
Summary of strategies used in video	16:44	17:58

Video 13 Unit 8b Implementing the ICPALER framework in your teaching: While speaking and listening

Key strategy	Time start	Time end
'While speaking and listening' skills	2.13	4.15
Teacher's repertoire of teaching procedures	4.17	4.49
Big book activity grade 1 class	5.45	19.32
Predicting	6.17 9.20 11.35 13.30	6:33 10.07 11.58 13.43
Vocab: generating synonyms	7.17 8.25 15.38	7:51 9.15 16.21
Vocab: demonstrating/acting out word meanings (e.g. horrified)	7:52	8:25
Activate phonological/phonemic knowledge	10.26 12.18 13.17 14.18	11.17 12.38 13.30 14.45

	18.24	18.42
Visualise and act out sentences	15.07	15.38
Generating cause/effect sentences using 'because'	17.26	18.08
Summary of strategies from grade 1 big book activity	19.36	20.17
Big book activity grade 3 class	21.20	46.12
Infer and predict word meanings	23.19	24.35
Vocab: definitions and synonyms	25.53 28.59 34.34 36.40	27.50 29.52 35.45 38.11
Describing language features - rhyme	30.53	32.42
Review and consolidate while reading	38.15 40.50	39.17 43.00
Generating sentences with conjunctions - because	39.18	40.50
Generating sentences starting with 'if'	43.00	44.22
Generating sentences with conjunctions - while	45.00	46.10
Summary of strategies from grade 3 big book activity	46.12	47.30

Video 14 Unit 8c Implementing the ICPALER framework in your teaching: Review and consolidate

Key strategy	Time start	Time end
Phase 3 of speaking and listening in teaching - review and consolidate practice	0:07	1:44
7 types of activities from	2:19	3:52

Reviewing Speaking and Listening Teaching Outcomes Chart		
Activity 1 - Students review their understanding of what was said & heard, say what they know now about the topic, show comprehension at both literal and inferential levels	2:28	2:41
Activity 2 - Students link positive feelings with speaking and listening, build their confidence and self efficacy as oral communicators	2:41	2:51
Activity 3 - Students reflect on what are good communicating behaviours	2:52	3:01
Activity 4 - Students reflect on why people speak and listen	3:02	3:11
Activity 5 - Students review and evaluate the speaking and listening strategies they used	3:12	3:21
Activity 6 - Students store in memory what they have learnt	3:22	3:31
Activity 7 - Students identify the new language, knowledge and skills they have learnt	3:32	3:41
Activity 8 - Automatise and practice speaking and listening skills to improve fluency and self confidence	3:42	3:51
Encouraging students to independently use strategies to develop their own OL	3:52	4:31
Summary of whole PL and how this can be transferred into own practice	4:57	6:46
Formative assessment and embedding process overview	6:47	7:44
Embedding process of OL in teaching	7:45	8:30
Decisions and	8:31	9:45

considerations for OL teaching		
Importance of OL in education and learning	9:47	10:11