**Educational dialogue:**
*Developing your practice*

Week 5: Conducting an inquiry

# Course learning output: Facilitators

**Facilitators:** A summary of your facilitation model in any shape of your choosing (e.g. a diagram, a narrative overview, or even an audio recording of you explaining your model). This should answer or seek to tentatively answer some of the following questions among others, where relevant:

- *How will you support teachers in identifying their interests and aims?*
- *How will you help teachers to narrow their focus and inquiry questions?*
- *How will you support teachers in designing their inquiry plan and methods?*
- *How will you consider the results together and ensure there is space for reflection?*
- *How will you support teachers in making an action plan for what to do following the completion of their inquiries?*
- *How will you review the inquiry process with teachers regarding capturing successes and challenges?*

# Course learning output: Inquirers

**Inquirers:** a report summary of either the results of your reflective inquiry or its progress if it is still being undertaken. This should be the filled in version of the reflective cycle editable template and you should ensure that you address the following questions where possible:

- *Please describe your classroom / educational context.*
- *What were your research questions that guided your inquiry? Which categories of dialogue did you focus on?*
- *How did you collect your data? Did this work well?*
- *What were the most challenging aspects of your inquiry?*
- *What results did you achieve? Were these expected or did you find anything surprising?*
- *Have you changed anything or made a plan to change anything because of the results of your inquiry?*
- *What would you do differently next time?*
- *What advice would you give to someone else who is carrying out an inquiry?*
- *What will you focus on next?*

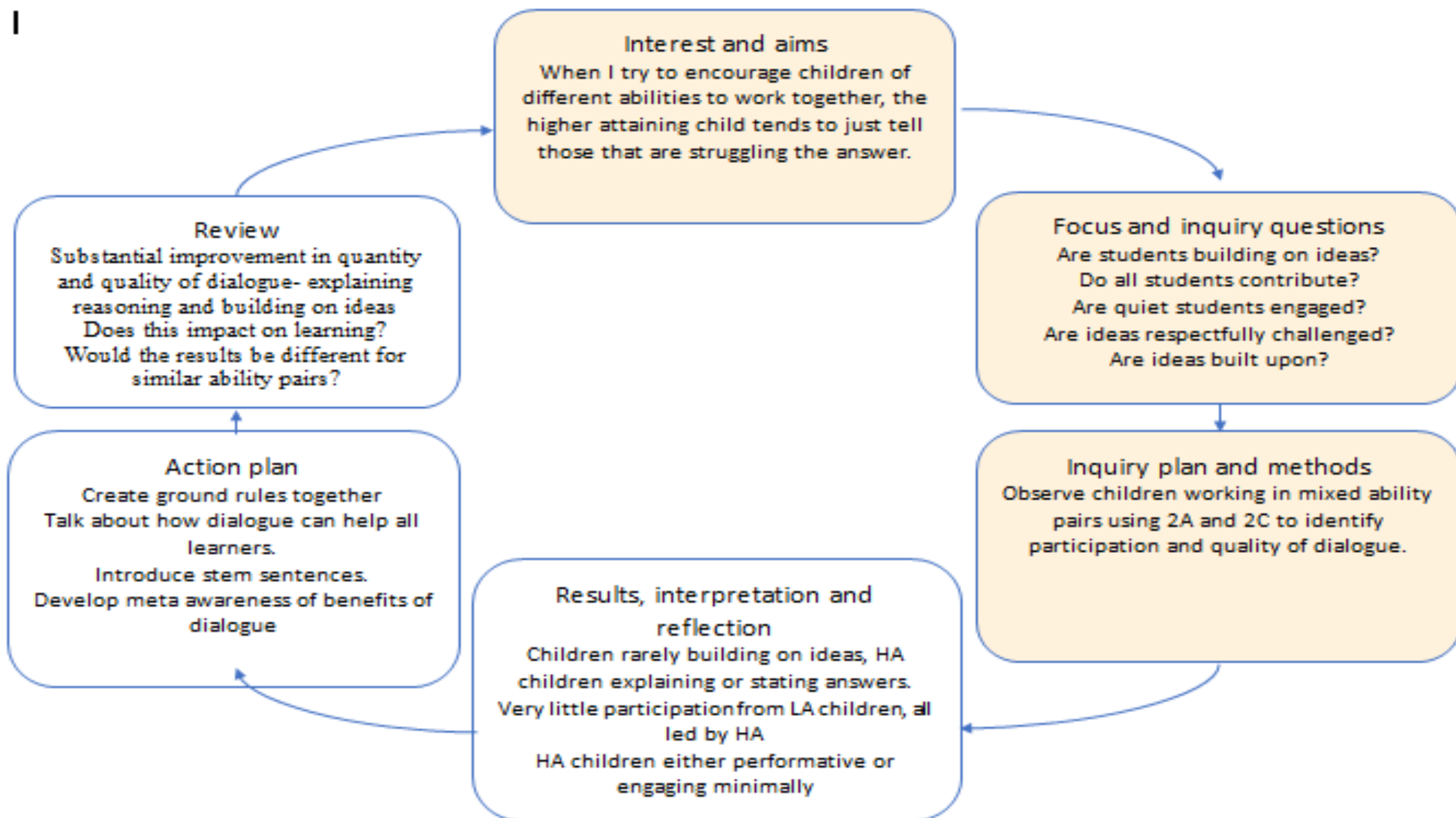Please note that the due date for the course learning outputs is April 10th 2021.

Conducting your reflective inquiries

# Reflective Cycle of Inquiry

**Name: Julia Monks**

Fill in the blank box for each step, describing your plans. Use the statements and questions that appear in the original reflective cycle to guide your decisions. Complete the shaded boxes to start with.

I

**Interest and aims**
When I try to encourage children of different abilities to work together, the higher attaining child tends to just tell those that are struggling the answer.

**Focus and inquiry questions**
Are students building on ideas?
Do all students contribute?
Are quiet students engaged?
Are ideas respectfully challenged?
Are ideas built upon?

**Inquiry plan and methods**
Observe children working in mixed ability pairs using 2A and 2C to identify participation and quality of dialogue.

**Results, interpretation and reflection**
Children rarely building on ideas, HA children explaining or stating answers.
Very little participation from LA children, all led by HA
HA children either performative or engaging minimally

**Action plan**
Create ground rules together
Talk about how dialogue can help all learners.
Introduce stem sentences.
Develop meta awareness of benefits of dialogue

**Review**
Substantial improvement in quantity and quality of dialogue- explaining reasoning and building on ideas
Does this impact on learning?
Would the results be different for similar ability pairs?

# Lily's Inquiry (from the T-SEDA pack):
# Developing reasoning in science group work

I'm a year 5 teacher and I was concerned that there wasn't enough reasoning happening in my classroom, after using the self-audit tool. I felt that this was particularly the case in science, where not all children were demonstrating their reasoning, for example by applying their knowledge to make predictions, etc.

I decided to use the T-SEDA coding scheme to find out how often reasoning took place in children's group work during a unit of science lessons. I did live observations of certain groups using the time sampling tool, template 2B, and recorded instances of reasoning. I found that some children contributed their reasoning quite often, but others didn't reason at all (or at least not verbally).

Having completed these observations, I realised that I needed to structure group work activities so that all children were encouraged and given the opportunity to share their reasoning with the group.

**Facilitator Resource 1: Supporting teachers' reflective inquiries**

- Have teachers fill in a self-audit
- Ensure teachers have a comprehensive understanding of educational dialogue
- Support teachers in identifying problems / points of interest in their classroom dialogue and what they hope to achieve through an inquiry

💡 **Tip:** Provide a range of materials from T-SEDA and other sources to create teacher buy-in

🎥 Video collections 1 & 2 from the edudialogue.org site

- Identify the key areas of learning (successes and challenges) for your colleagues and ensure that these are captured as resources for others to draw on
- Support teachers in identifying what they can do next

- Collate materials, T-SEDA and otherwise, and identify how teachers can draw on them for support
- Ensure teachers' research questions are focused and not too ambitious (i.e. using no more than one or two codes)

**Step 1: Support teachers in identifying their interests and aims**

**Step 6: Review the process with teachers for successes and challenges**

**Step 2: Help teachers to narrow their focus and inquiry questions**

💡 **Tip:** It can be challenging for teachers to refine their focus - consider a collaborative workshop in which teachers can support one another in articulating appropriate research questions

**Step 5: Support teachers in making an action plan for what to do next**

**Step 3: Support teachers in designing their inquiry plan and methods**

**Step 4: Consider the results together and ensure there is space for reflection**

- Support teachers in identifying and making a plan to address areas for improvement that emerged from their inquiries
- Workshop how to refine the inquiry process for the next time and consider how this might inform the next iteration of your facilitation model

- Help teachers plan for how and when they will gather information for their inquiries
- What resources will be needed? (E.g. time, technical equipment)
- Ensure teachers have an understanding of how to conduct an ethical inquiry and run through ethical considerations to address

- Support teachers in interpreting their data to answer their inquiry questions
- Provide opportunities for teachers to share emerging outcomes and issues
- Also provide opportunities for individual and group reflection regarding the final results of the inquiries and the implications for their students and practice

# Thank you!

Scroll down to find the readings, activities and discussion forum topics for this week.

*The content of this presentation was derived from the newest version of the T-SEDA pack (version 8).*