Educational dialogue:
Developing your practice

Week 3: Self-audits and reflective inquiry

Introduction to T-SEDA

**T-SEDA
A user's guide**
- Introduction to educational dialogue
- Examples and tools that support reflection on practice and planning an inquiry

**T-SEDA
Core resources**
- Self-audit
- Reflective cycle
- Coding framework for classroom dialogue
- Templates for observing and coding

**T-SEDA
Additional resources**
- Guidance on ethics, recording, transcribing
- Examples of other practitioners' inquiries
- References to research on dialogue

T-SEDA core resources

Tool 1: Self-audit

Start your T-SEDA journey by systematically reflecting on your current practice.

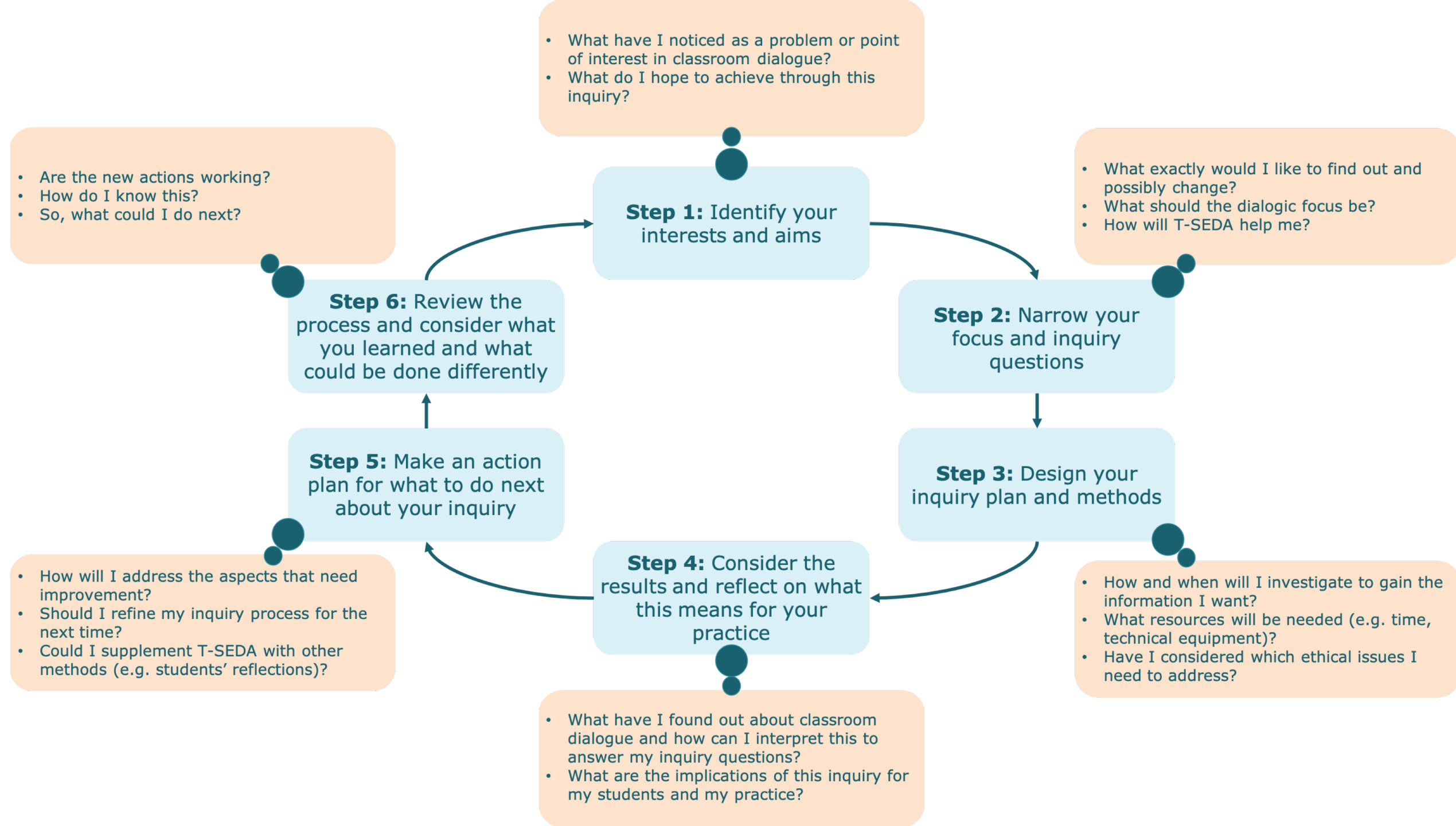**Tool 2: Reflective cycle for classroom inquiry**

Use a step-by-step reflective cycle to transform your practice and keep a record of how this happens.

Tool 3: Coding scheme to identify key dialogic features

Identify moments of high quality dialogue in your classroom and the conditions that create these.

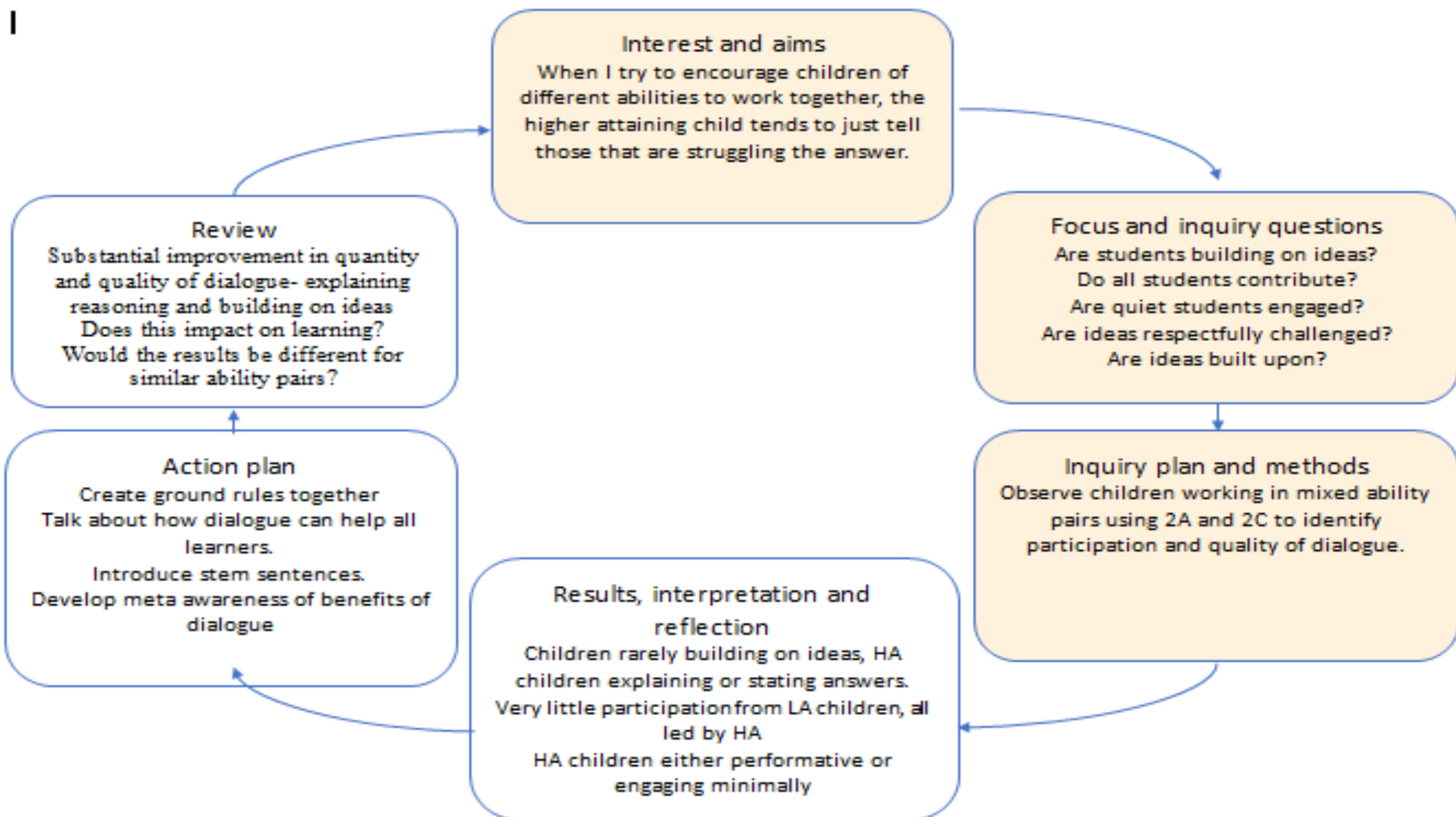# Self-audit: How productive is the dialogue in my setting?

Self-Audit: Supporting development of dialogue in the classroom

Reflect on learning and teaching in your classroom and rate each statement using: **(1)** rarely **(2)** sometimes **(3)** usually

In my teaching, do I... ?	My rating	In our classroom, do we... ?	My rating
• value student talk in my lessons and plan for it to take place in groups and whole-class situations • ensure that everyone participates sometimes in classroom dialogue, including myself • take account of children's individual needs and interests when developing dialogue • encourage children to be responsible for their own learning (individually and collectively) • invite children to build on their own and others' ideas • invite children to justify their ideas and opinions • invite children to ask each other challenging questions about their ideas • invite and encourage children to compare/coordinate different ideas • support children in a range of ways to enable them to share their ideas, views and feelings • build on children's contributions to advance the dialogue using my own subject knowledge and understanding • take risks and experiment by trying out new dialogic teaching approaches • listen to students, give feedback and respond in a constructive way • use classroom resources, including technology, in dialogic ways to help children in their learning		• create an inclusive classroom conversation • trust and listen to each other • express a range of views • challenge each other respectfully • explain our reasoning clearly • ask questions to pursue inquiry • have the willingness to sometimes change our minds • sometimes come to agreement • help each other to understand things in a new way /to improve ideas together • extend and refine what we already know • continue a dialogue over time, from lesson to lesson • summarise what we have learned • realise what we still need or want to learn and how we might like to do it	

- What have I noticed as a problem or point of interest in classroom dialogue?
- What do I hope to achieve through this inquiry?

- What exactly would I like to find out and possibly change?
- What should the dialogic focus be?
- How will T-SEDA help me?

- Are the new actions working?
- How do I know this?
- So, what could I do next?

Step 1: Identify your interests and aims

Step 6: Review the process and consider what you learned and what could be done differently

Step 2: Narrow your focus and inquiry questions

Step 5: Make an action plan for what to do next about your inquiry

Step 3: Design your inquiry plan and methods

Step 4: Consider the results and reflect on what this means for your practice

- How will I address the aspects that need improvement?
- Should I refine my inquiry process for the next time?
- Could I supplement T-SEDA with other methods (e.g. students' reflections)?

- How and when will I investigate to gain the information I want?
- What resources will be needed (e.g. time, technical equipment)?
- Have I considered which ethical issues I need to address?

- What have I found out about classroom dialogue and how can I interpret this to answer my inquiry questions?
- What are the implications of this inquiry for my students and my practice?

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?

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?

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

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

Categories of dialogue

Dialogue categories	Contributions and strategies	What do we hear? (Key words)
IB: Invite to build on ideas	Invite others to elaborate, build on, clarify, comment on or improve own or others' ideas / contributions	'Can you all', 'What?' 'Tell me', 'Can you rephrase this?', 'Do you think?', 'Do you agree?'
B: Build on ideas	Build on, elaborate, clarify or comment on own or others' ideas expressed in previous turns or other contributions	'it's also', 'that makes me think', 'I mean', 'she meant'
CH: Challenge	Questioning, disagreeing with or challenging an idea	'I disagree', 'But', 'Are you sure...?', '...different idea'
IRE: Invite reasoning	Invite others to explain, justify, and/or use possibility thinking relating to their own or another's ideas	'Why?', 'How?', 'Do you think?', '...explain further'

Other categories include: R (Make reasoning explicit); CA (Coordination of ideas and agreement); C (Connect); RD (Reflect on dialogue or activity); G (Guide direction of dialogue or activity); E (Express or invite ideas). For further descriptions, look at the resources in the 'read' section below this video.

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).