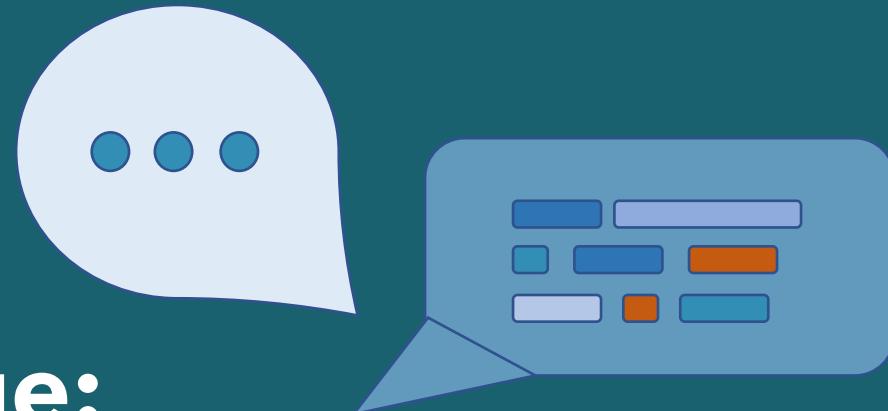


Educational dialogue: *Developing your practice*



Week 6: Continuing the role of
facilitator and your inquiries

Capturing learning from your inquiries

The project's biggest impact:

I do think the implementation of the physical listening cues and the talk rules had the biggest impact in my project. I saw positive qualitative and quantitative results from pupils using these in the classroom. Pupils in my classroom are now enthusiastic about talk and engaged in the topics discussed.

What I would do differently next time:

I would possibly refine my inquiry a little, on reflection I was possibly a little over enthusiastic and I could have refined it and then done another inquiry cycle to develop further.

From: Whittington, Lucy. In what ways does dialogic listening impact the ability to sustain dialogue in a Year 1 classroom? Jan 2021. PowerPoint Presentation.

What I'm going to do next:

- How to engage the reticent pupils?
- Intended to implement the use of QR codes with debate questions for pupils to access independently in child initiated time but COVID prevented that from happening. Would like to try on return to school.
- Share my findings with staff at school
- Look at how we can continue our dialogue journey in a remote learning world.

How I'm going to carry on:

- Continue using talk rules and poster - perhaps add to the talk rules as the initial ones become second nature.
- Continue to timetable in a discussion slot.

From: Whittington, Lucy. In what ways does dialogic listening impact the ability to sustain dialogue in a Year 1 classroom? Jan 2021. PowerPoint Presentation.

Capturing learning from your inquiries

Step 5: Make an action plan and decide what to do next about your inquiry and your teaching

- 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. student reflections)?

Step 6: Review - consider how the whole process has worked, what you've learnt, and what you could do differently

- Are the new actions working?
- How do I know this?
- What could I do next?

Facilitator Resource 2: Supporting teachers' reflective inquiries

- What are the key areas of learning (successes and challenges) for your colleagues? How are these captured as resources for others to draw on?
- Do teachers need support in identifying what they can do next?

- Have teachers filled in a self-audit?
- Do teachers have a comprehensive understanding of educational dialogue?
- Do teachers need support in identifying problems / points of interest in their classroom dialogue and what they hope to achieve through an inquiry?

Tip: Facilitators found it helpful to 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

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

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

- Do teachers need support in identifying and making a plan to address areas for improvement that emerged from their inquiries?
- How should the inquiry process be refined for next time? How this might inform the next iteration of your facilitation model?

Step 1: Support teachers in identifying their interests and aims

- What materials, T-SEDA and otherwise, are available to support teachers?
- Are teachers' research questions focused and not too ambitious (i.e. using no more than one or two codes)?

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 2: Help teachers to narrow their focus and inquiry questions

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

- Do teachers need support to plan for how and when they will gather information for their inquiries?
- What resources will be needed? (E.g. time, technical equipment)
- Do teachers have a good understanding of how to conduct an ethical inquiry?

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

- Do teachers need support in interpreting their data to answer their inquiry questions?
- What opportunities do teachers have to share emerging outcomes and issues?
- What opportunities are there for individual and group reflection regarding the final results of the inquiries and the implications for their students and practice?

 [Video collections 2 & 3](#) from edudialogue.org

Continuing the role of facilitator

Step 1: Identify your aims for your facilitation

- *What have I noticed as a problem or point of interest in my setting regarding educational dialogue?*
- *What do I hope to achieve through this facilitation?*
- *What are my personal and professional motivations for facilitation?*

Step 2: Narrow your focus, scope and goals

- *What exactly would I like to change within my setting through my facilitation?*
- *What are the potential barriers / limitations?*
- *Conduct a needs assessment to help you to narrow your goals - see Facilitator Resource 1A.*

Step 3: Design your facilitation model and plan

- *Use the results of your needs assessment and focus / goals for your facilitation to inform your model and plan. See Facilitator Resource 1B for a detailed list of questions your plan should address, including the facilitation model, the materials and resources you will use, logistics of workshops and meetings as well as their content, and potential challenges.*

Continuing the role of facilitator

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

- *What were teachers' inquiry results? Were these expected or surprising?*
- *What are the implications of the results for the teachers and their students?*
- *What was different between your initial intentions of your facilitation and what actually happened?*

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

- *How will you support your colleagues to address the aspects that need improvement?*
- *Should you refine your facilitation process for the next time?*
- *Could you supplement T-SEDA with other methods and materials?*

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

- *Are the new actions working for teachers who have completed inquiries?*
- *What do teachers want to do next? What could they do?*
- *How might you improve the facilitation model? What would you do differently next time?*

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) as well as the findings from the T-SEDA IAA trial and the associated forthcoming publication:

Hennessy, S., Kershner, R., Calcagni, E. & Ahmed, F. (Forthcoming). Supporting practitioner-led inquiry into classroom dialogue with a research-informed professional learning resource: a design-based approach