| **Student:** Michelle |
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| **Topic:** THW ban academic streaming in schools. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good adjustment to the feedback re: hand gestures! * Good eye contact! * Good work for pre-empting the other side!   Speaking time: 05:06.03, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * You need to make sure to start with a much higher amount of energy; this helps to keep the attention of the judge! * As a first speaker, you need to provide me with a set-up; this means, telling me about how specifically you intend to stream people according to the academic goals. * Try to tell me how exactly it offends or impacts people to not get into a certain class; give me some illustrations! * Try to make sure that you are showing me about how the things you talk about can and will happen; for example, when you talked about how people will be bullied for being in bad classes, show me that this will happen with maybe one or two reasons first. Then, you can move into explaining how the topic helps specifically! * Why might a child in a lower class not want to improve themselves? Try to show me that this is possible. * Try not to lean on your elbows when you speak! * Don’t react to your opponents; just focus on the judge and only the judge! | |

| **Student:** Ashton |
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| **Topic:** THW ban academic streaming in schools. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Excellent framing of what it means to be fair! * Good eye contact! * Good usage of hand gestures! * Great signposting! * Nice argument selection! * Good angle re: difficulty of teaching!   Speaking time: 07:11.66, goo work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Can we please try to start our speech on a more serious note? I understand and love humour; but it can’t be the first thing you start with! * You need to make sure to appear a bit more energetic and not as non-chalant! * I think that you are actually capable of summarising your opponents and hitting them hard in rebuttals a lot faster; let’s try to move on to your arguments by 1:30 maximum. Also, try to tell me about how and why people can fairly move up in the academic circle! * Try to make sure that you are defending ‘streaming’ not so much the idea of working hard and being fairly assessed; I understand how this is interlinked - but it is not so clear as to what the value is! * Try to make sure to tell me about how and why the competition will not be toxic; I agree that competition can be good. But the point of the proposition is that this goes a bit too far; try to respond to that! * I like the idea that teachers can teach better this way; but make sure to consider what the other side's perspective on this is, though. The other side may argue that actually, this topic allows for teachers to not care so much, since the students are already underachieving, and not very inspired! | |

| **Student:** Ashley |
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| **Topic:** THW ban academic streaming in schools. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good eye contact! * Good consideration of student circumstances! * Good attempt at hand gestures! * Good use of transition phases!   Speaking time: 05:05.19, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Keep your hands free to gesture! * I would like to see you be energetic in your speaking style; you gotta make sure that you are actively adding in emotions to your speech! * I like the idea that all students should learn from each other; try to tell me how and why this is possible first before trying to talk to me about why it is a good idea! Likelihood > Positive effects in terms of explanation. * Self-esteem; What does self-esteem look like and why is it important? Remember that your opponents also have a perspective, which is that this embarrassment might be a good motivator. How might you respond to that? * Never tap out of a speech! | |

| **Student:** Lucas |
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| **Topic:** THW ban academic streaming in schools. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good effort at the hook! * Good tracking of the other side! * Good eye contact!   Speaking time: 05:50.68, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Let’s try to use language that isn’t so forward; describing students with bad grades as underachieving might be better compared to calling them dumb! * Make sure that you rebut the speaker right before you compared to rebutting the first speaker; their argument was not as relevant anymore as Ashton had already responded to it. Keep your situational awareness up please! * I like the idea that the less capable students might drag the higher achieving students down; but might a more important angle be to focus on underachieving students being left behind? The high achievers sound like they will be okay no matter what. * Please make sure that you are moving your hands; you need to do this to keep the judges attention! * Please try to not sound monotonous; this means having a singular tone and flow. Try to make sure that this is happening next week with numerous tones and emotions! | |

| **Student:** Angie |
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| **Topic:** THW ban academic streaming in schools. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good use of humour in the hook! Good content as well. * I like the focus of losing challenges in schools! * Good illustration of how inter-grade achiever interactions are important!   Speaking time: 06:41.45, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * I think a more dramatic tone would have really really matched your hook really well! * Try to make sure that you are telling me the value of what is being added on when you are bringing back your partner's argument; this is important to make the argument more concrete! * I didn’t quite understand the idea of less work for teachers; don't the responsibilities of the teacher remain the same regardless of the students in front of you? * What is the value of learning social skills in this specific context? Wouldn’t this be difficult, as students interact with people they may be very insecure to interact with? * You can deal with the angle of lower achieving students by explaining that placing them in a class specifically labelled as the less intelligent class will do far more damage compared to students mixing around with higher achieving students! * Respond to the content itself versus singular lines of analysis next time! | |

| **Student:** Anson |
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| **Topic:** THW ban academic streaming in schools. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good hand gestures! * Good adjustment re: feedback on eye contact! * I like the idea that students who are weak/strong will learn from each other! * Good signposting!   Speaking time: 05:48.99, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * For rebuttals, it is better for you to focus your attacks on the speaker who just spoke right before you - the first speaker of proposition has already been responded to quite a bit! * I understand what you mean when you say that people will make fun of each other in mixed classes; but isn’t this going to happen on a worse level if all students are labelled as F students based on which class they are in? * Try to tell me how and why people will end up improving in their grades under your model; try to tell me the positive steps taken to make sure that they do well! * Try to make sure to tell me about how different people can accommodate even when they are in a class with numerous other people! | |