


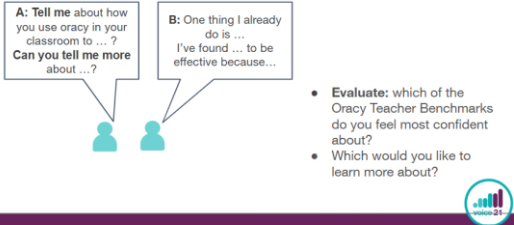


# Talk Circles: Paired Talk

## Facilitator Notes

**Materials:** PowerPoint presentation, facilitator notes, session handouts, video clip notes.

Slide	Facilitator notes
<p><b>Aims</b></p> <div> <div> <p><b>Understand</b></p> <ul style="list-style-type: none"> <li>• The Oracy Benchmarks</li> <li>• The characteristics of effective partner talk</li> <li>• How to set and reinforce high expectations for partner talk</li> </ul> </div> <div> <p><b>Do</b></p> <ul style="list-style-type: none"> <li>• Reflect on current practice and set goals for oracy in your classroom</li> <li>• Analyse examples of oracy classroom practice</li> </ul> </div> </div> 	<p><b>Time:</b> 2 minutes</p> <ul style="list-style-type: none"> <li>• Introduce Talk Circles and unpick aims of the session.</li> <li>• Set expectations for participation, for example we will all contribute our thoughts and reflections.</li> </ul>

<p><b>What are the Oracy Benchmarks?</b></p> 	<p><b>Time: 3 minutes</b></p> <ul style="list-style-type: none"> <li>• Introduce the Oracy Benchmarks. The Oracy Benchmarks outline what constitutes a high-quality oracy education. They are informed by academic literature about best practice for oracy, as well as Voice 21's experience working to develop oracy in schools across the UK.</li> <li>• There are five teacher and five school Benchmarks, reflecting the different choices available to a teacher, or school's leadership when embedding oracy into their practice.</li> <li>• Explain that, in Talk Circles, you will focus on the Oracy Teacher Benchmarks to support colleagues to develop their oracy teaching practice.</li> </ul>
<p><b>What are the Oracy Benchmarks?</b></p> 	<p><b>Time: 5 minutes</b></p> <ul style="list-style-type: none"> <li>• Introduce the Oracy Teacher Benchmarks.</li> <li>• Explain that each Benchmark helps to focus our attention on what is needed for high-quality oracy education. They can help you to plan, teach and reflect on oracy teaching and learning in your classroom.</li> <li>• You could ask: <ul style="list-style-type: none"> <li>○ Which Benchmark jumps out at you?</li> <li>○ What questions do you have?</li> </ul> </li> </ul> <p><b>Note:</b> this Talk Circle introduces all the Oracy Teacher Benchmarks with a particular focus on Benchmarks 1 and 5. Some of the other Benchmarks will be explored in later Talk Circles. If you would like to read about them all in greater depth <a href="#">the full report is available here</a>.</p>
<p><b>Reflecting using the Oracy Benchmarks</b></p> 	<p><b>Time: 10 minutes</b></p> <ul style="list-style-type: none"> <li>• In pairs, colleagues are going to reflect on the Oracy Teacher Benchmarks using the prompts in the Teacher Self- Evaluation tool. For now, you might want to focus just on the EVALUATION column.</li> <li>• Ask colleagues to organise themselves into pairs and assign themselves 'Partner A' or 'Partner B'. Partner A has a couple of minutes to ask Partner B to tell them about their current practice, asking follow up</li> </ul>

questions as needed. Then they should switch roles. This is set up to help to draw out practice from both practitioners. (*modelled approach: paired talk with a questioner role*)

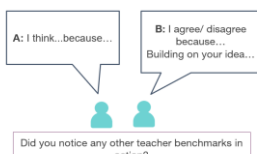
- Bring colleagues back together as a group and share reflections on the Oracy Teacher Benchmarks. You could ask:
  - Where are your strengths and areas you want to develop?
  - Where are our strengths and areas for development as a team?
- Flag the 'Teacher Self-Evaluation Tool' as a document you will return to and ask colleagues to note down any reflections or actions over the course of the session. Explain that you will revisit this at the end of the session.

### Oracy in action

1

Sets high expectations for oracy

- What were the teachers' expectations for paired talk? How were these shared with students?
- How were students supported to meet these expectations?



**Time:** 15 minutes

- Introduce the video clip most relevant to your context (*slide 8: Year 2 (maths) or slide 9: Year 9 (geography)*). Ask colleagues to consider what the teachers' expectations for paired talk are and how these are shared with students.
- Play the video clip
- Ask colleagues to organise themselves into pairs and assign themselves 'Partner A' or 'Partner B'. Then, use the sentence stems provided to discuss the prompt questions linked to 'Benchmark 1: Sets high expectations for oracy' (*modelled approach: structured paired talk*). The sentence stems have been selected to support partners to engage with and respond to what the other has said.
- Bring the group back together to share reflections more widely. Use the video clip notes to facilitate a discussion, focusing on how the teacher established the expectations or norms for paired talk.
- You could ask:
  - What were the teacher's expectations for paired talk? How were students supported to meet these expectations?
  - What was the impact of introducing expectations for effective paired talk on the quality of student talk? How did talk support learning?
  - How did the teacher use feedback and praise to reinforce their expectations?

### Key ideas

- To engage in productive paired talk, students must understand the expectations for talk in this format.
- Scaffolds, such as sentence stems, key words and modelling, give students the tools they need to reach a higher standard of talk than they may achieve independently.



**Time:** 1 minute

- Recap the key ideas from this section.
- If you are splitting this Talk Circle into two parts, this is a suggested end point for the first part.

### Setting high expectations



Talk Circle: Paired Talk

What are the characteristics of effective paired talk?

Physical	1	2	3	4
Physical	1	2	3	4
Physical	1	2	3	4
Physical	1	2	3	4

- What are the characteristics of effective paired talk?
- How could you scaffold students' paired talk to achieve these?



**Time:** 8 minutes

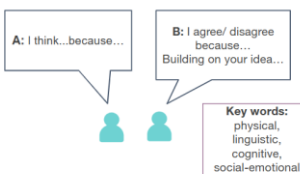
- Remind colleagues about the Oracy Framework which can help us to understand what constitutes good speaking in different contexts (this is introduced in Talk Circle 1: Introducing Oracy).
- In pairs or small groups, ask colleagues to outline the characteristics of effective paired talk under the four strands of the Oracy Framework on the session handout provided e.g. physical strand: talking at an appropriate volume, facing your partner and maintaining focus. You may wish to display the Oracy Framework on slide 12 for reference.
- Once colleagues have completed this, ask them to consider how they could scaffold students' paired talk to achieve these? You could do this in pairs, small groups or altogether. For example: providing sentence stems to support students to build on or challenge each other's ideas; modelling a good and/ or bad example of paired talk.

**Time:** 8 minutes

### Oracy in action

#### 5 Appraises progress in oracy

- What feedback does the teacher give students on their oracy skills?
- What other feedback could the teacher have given?
- How does this reinforce her expectations for effective paired talk?



- This task is focused on the video you watched earlier on in the session. If needed, you could re-watch it with your colleagues with this new focus on feedback and praise.
- Ask colleagues to organise themselves into pairs and assign themselves 'Partner A' or 'Partner B'. You might want to switch to different pairs from previous tasks.
- In pairs, use the sentence stems provided to discuss the prompt questions linked to 'Benchmark 5: Appraises progress in oracy' (*modelled approach: structured paired talk*). Draw colleagues' attention to the 'key words' box on the right.
- Bring colleagues back together, using the video clip notes to facilitate a wider discussion.
- You could ask:
  - What specific praise did the teacher give to their students? Which of the four strands does this link to?
  - What other feedback could have been given?
  - How can targeted praise and feedback reinforce high expectations for oracy?
  - How do you praise students' oracy skills in your classroom?



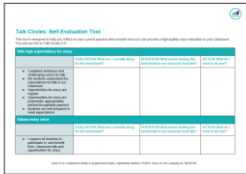


### Praise for oracy



- What specific praise can you give students for their oracy skills?
- How can this reinforce your expectations for effective paired talk?

**Time:** 5 minutes

- In pairs, small groups or individually, ask colleagues to create examples of specific praise for each of the four strands of the Oracy Framework. You could share slide 16 as an example.
- Ensure that suggested praise is tailored to the phase/ subject they teach. For example, a Reception teacher may praise their students' cognitive oracy skills by saying, 'excellent use of the word because to explain *why* you think that'. This would be less appropriate in a secondary English classroom where a teacher might praise their students' for introducing evidence from a text to support their ideas in a discussion.

<p><b>Key ideas</b></p> <ul style="list-style-type: none"> <li>Praising students for their oracy raises their awareness and understanding of specific oracy skills.</li> <li>The Oracy Framework can support you to give students' targeted praise for the oracy skills you are working to embed.</li> </ul>  	<p><b>Time:</b> 1 minute</p> <ul style="list-style-type: none"> <li>Recap the key ideas from this section.</li> </ul>
<p><b>Self-evaluation</b></p>  <ul style="list-style-type: none"> <li>Use the self-evaluation tool to reflect on your current practice and plan how you will develop this moving forwards.</li> </ul> 	<p><b>Time:</b> 5 minutes</p> <ul style="list-style-type: none"> <li>Give colleagues time to complete relevant sections of the 'Teacher Self-Evaluation Tool'. They may wish to focus on 'Benchmark 1: Sets high expectations for oracy' and 'Benchmark 5: Appraises progress in oracy' which have been the focus of this Talk Circle.</li> </ul>
<p><b>Next steps</b></p> <p><b>We will</b></p> <ul style="list-style-type: none"> <li>Share our expectations for paired talk with students and provide scaffolds for students to meet these expectations.</li> <li>Reinforce these expectations through targeted and specific praise for oracy.</li> </ul> 	<p><b>Time:</b> 3 minutes</p> <ul style="list-style-type: none"> <li>Spend time discussing what participants will do differently after having completed this 'Talk Circle', using these suggested next steps as a guide.</li> </ul> <p><b>Note:</b> we have suggested next steps as a guide. Please adapt these to suit your school's context and implementation plan.</p>