

# Margo Rodrigo



- Year 6 class teacher
- Leader of Teaching and Learning



# Helen Leissle



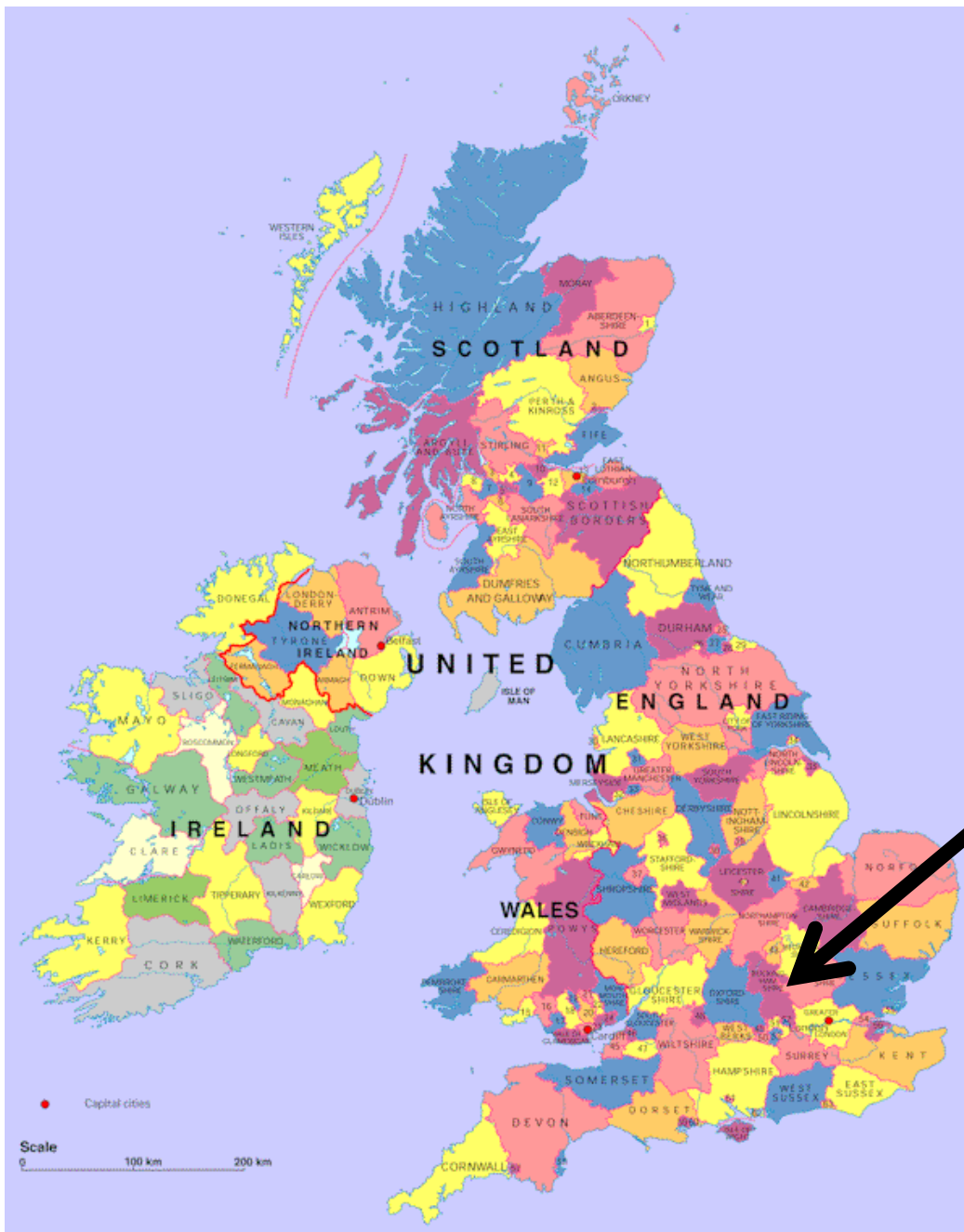
- Year 1 class teacher
- Geography and French subject leader



# Where is Barnes Primary School?

United Kingdom, Europe





London,  
England

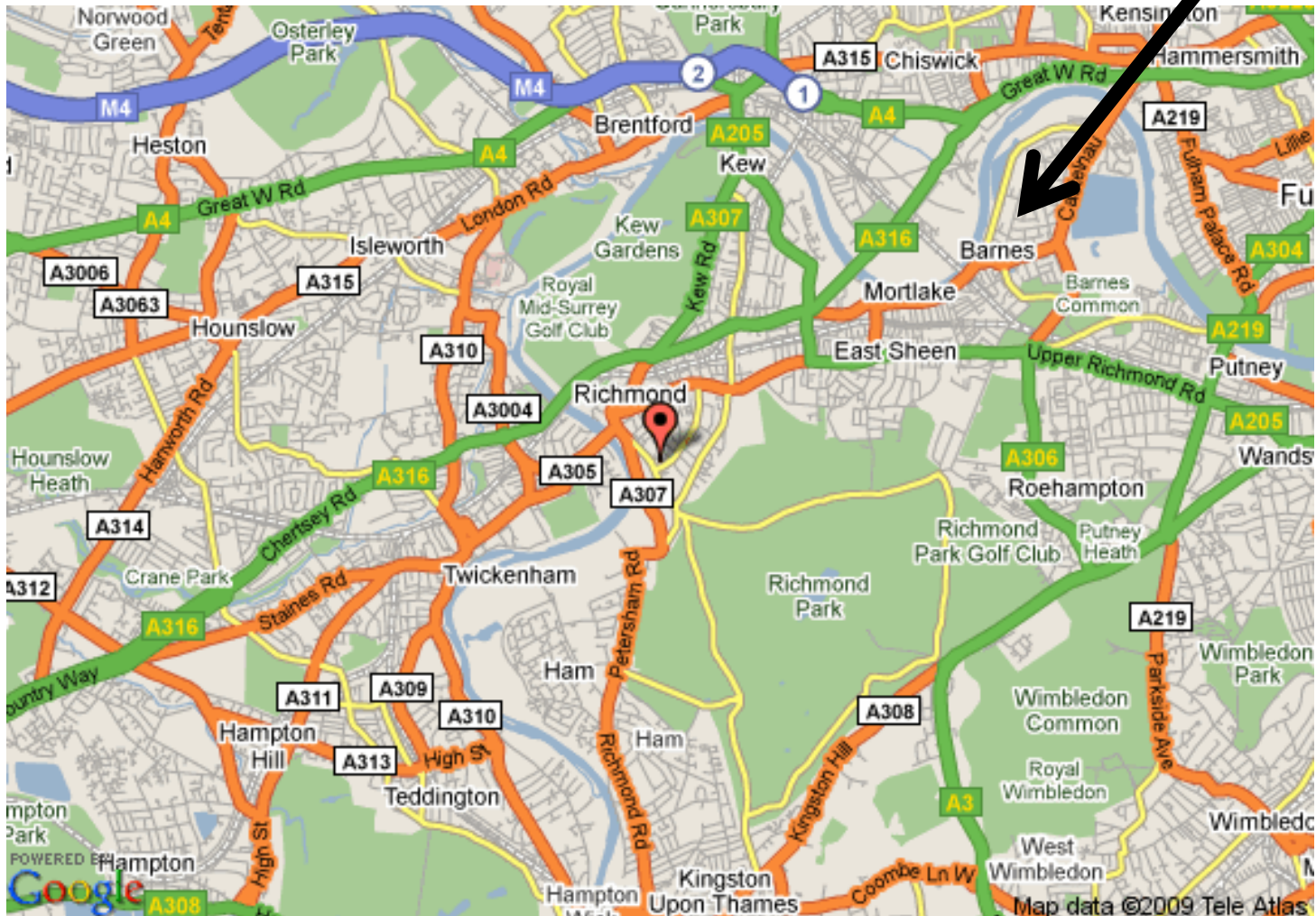


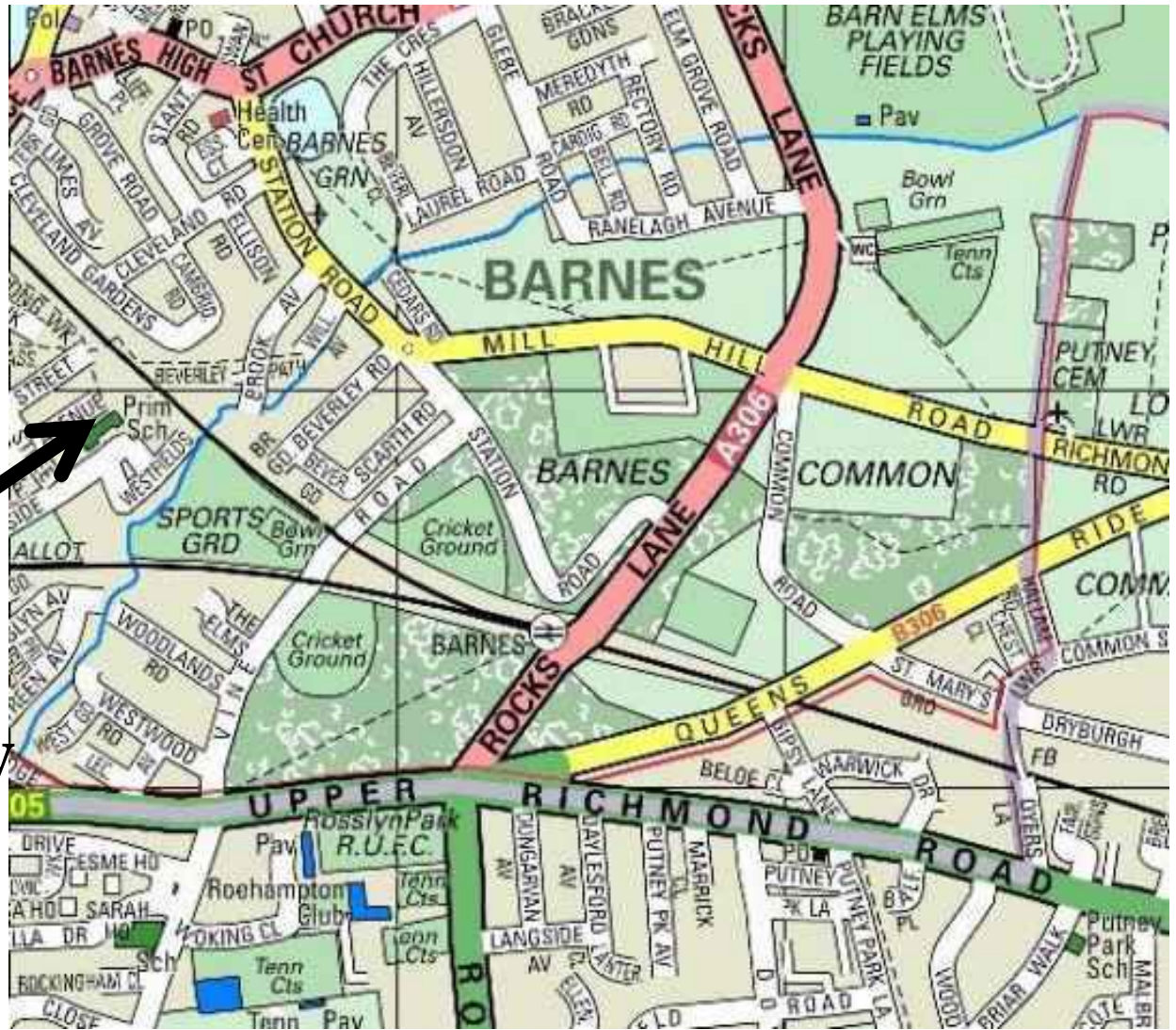


London,  
Richmond



# Richmond, Barnes



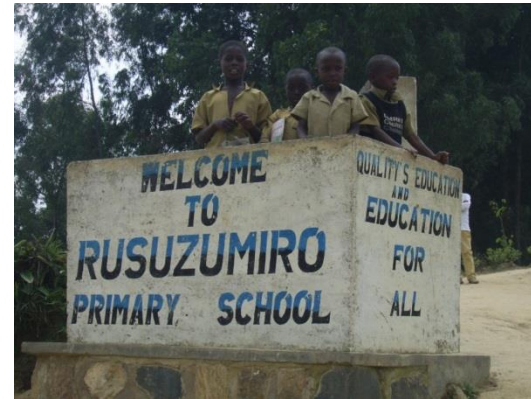


# Barnes Primary School



# Effective Pedagogy for Excellent Gains

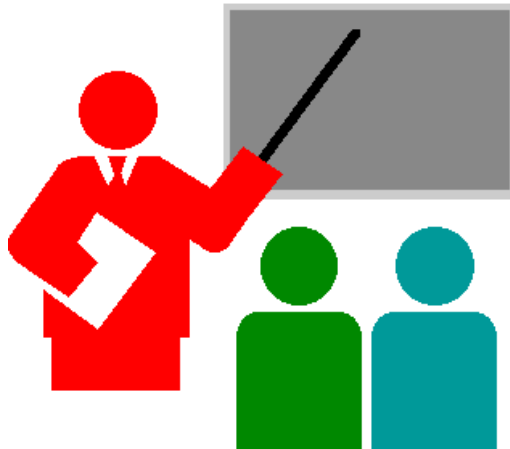
Bridging links with Barnes Primary  
and Rusuzumiro Primary



**Margo Rodrigo**  
**July 2018**

# What is pedagogy?

**Pedagogy** is the discipline that deals with the theory and practice of **education**; it thus concerns the study and practice of how best to teach.



# At Barnes Primary:

- We aim to provide an intellectually challenging learning experience from which all pupils can benefit.
- Our principal objective is for each pupil to develop a deep interest in, and love for, learning. Pupils are taught to apply this learning to the everyday world around them.
- Our ultimate goal is for pupils to become self-motivated, independent learners with a wide range of generic study skills that will prove useful to them throughout their lives.
- We seek to make a real difference to children's lives by providing them with the skills they will require to be successful, both now, as children, and in the future.



# Highly Effective Practice

constructive verbal  
feedback

planning for all learners

dialogic talk

effective classroom  
management

secure subject  
knowledge

mixed ability pairs  
and groupings

effective and  
efficient use of  
time

quality and  
variety of voice

Clarity and precision in  
teacher talk, questioning  
and communication

Clear direction of journey and  
lesson objectives

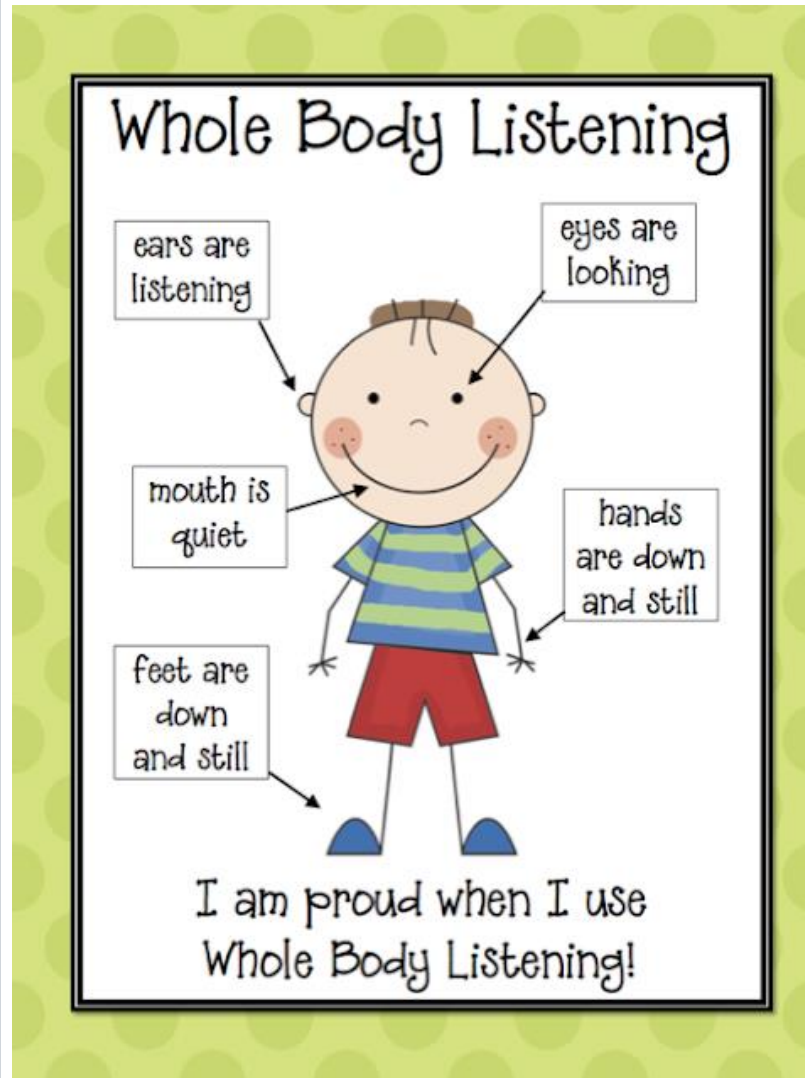
effective modelling

High expectations of pupils'  
performance

# Sitting not slouching



# Whole Body Listening



I listen with my  
**whole body!**

# What is dialogic teaching?

Dialogic teaching harnesses the power of talk to stimulate and extend students' thinking and advance their learning and understanding. It helps the teacher more precisely to diagnose students' needs, frame their learning tasks and assess their progress. It empowers the student for lifelong learning and active citizenship.

Robin Alexander 'Towards Dialogic Teaching Teaching: rethinking classroom talk'



**Dialogic teaching is not just any talk. It requires:**

**interactions** which encourage students to think, and to think in different ways

**questions** which invite much more than simple recall

**answers** which are justified, followed up and built upon rather than merely received

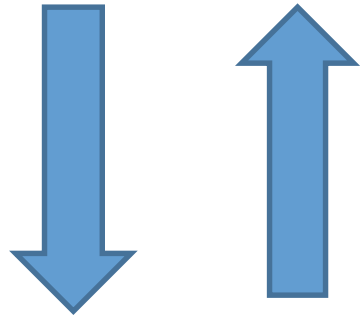
**feedback** which informs and leads thinking forward as well as encourages

**discussion and argumentation** which probe and challenge rather than unquestioningly accept



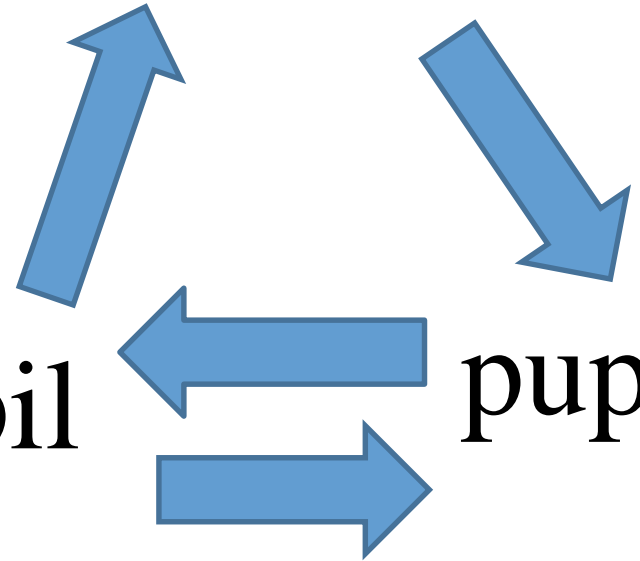
# The Power of Talk in the Classroom

teacher



pupil

teacher



pupil

pupil



# Talk Dynamics at Barnes Primary

- focus on the central place of talk in the learning experience
- create a classroom talk dynamic that is most beneficial to pupils
- introduce the concept of dialogic talk and analyse how it can be used to maximise pupil learning

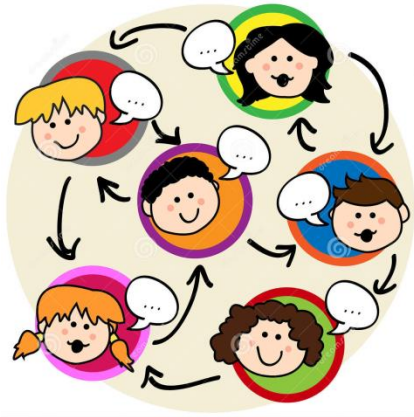


# What are the opportunities for talk in your classroom?

- When are pupils given the opportunity to talk?
- What subjects in particular?
- How are groups arranged in the class?
- Who poses the questions?
- How are the ‘quiet’ pupils engaged in the talk?
- What types of questions are asked?
- How much time in a lesson is dedicated to talk?



# INCORPORATING 'TALK' IN THE CLASSROOM



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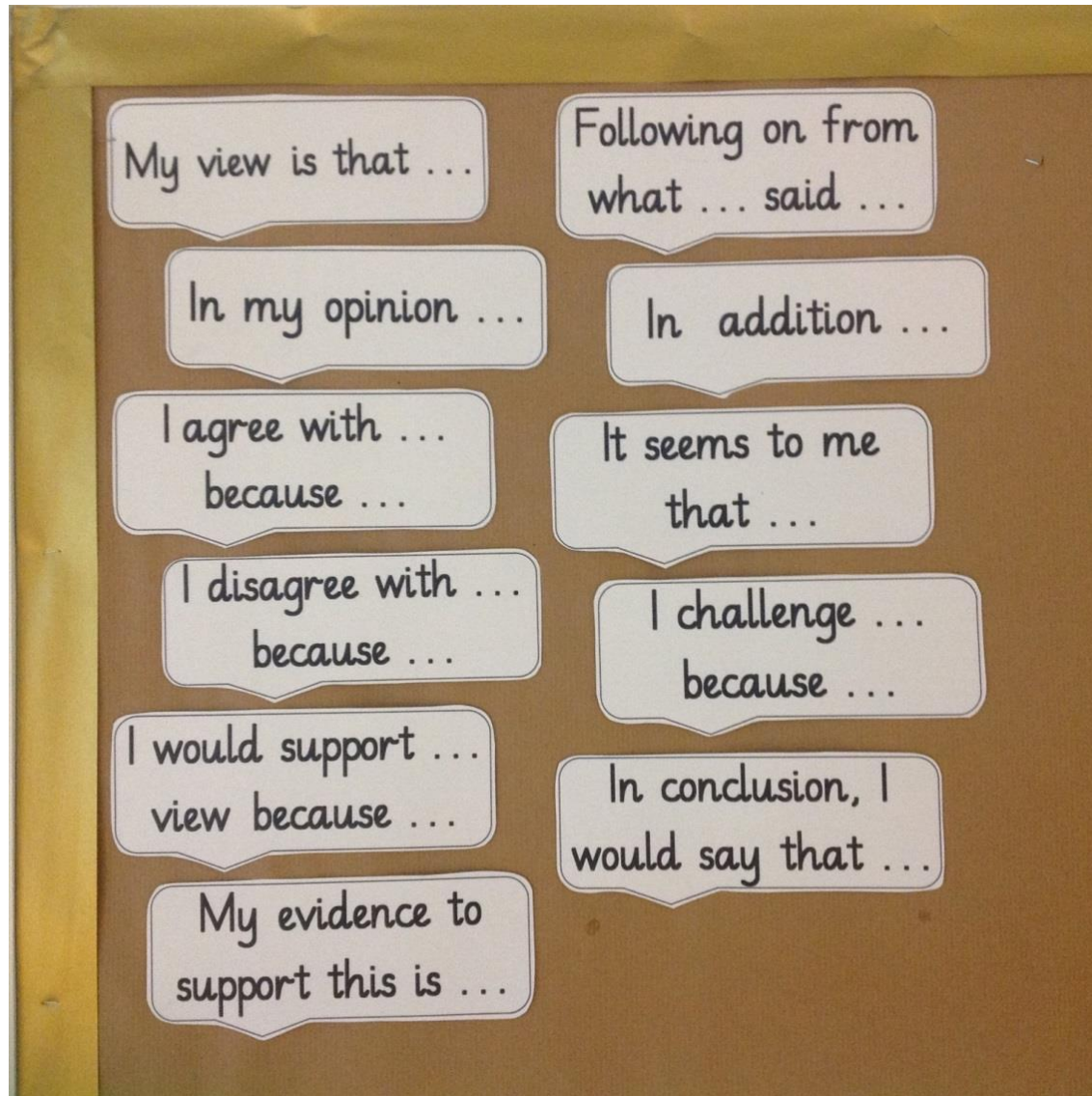
Download from  
Dreamstime.com

- Buzz partner work
  - Group talk
- Posing questions
- Drama – hot seating
  - Teacher to Pupil
  - Pupil to Pupil



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# The Precision of Talk

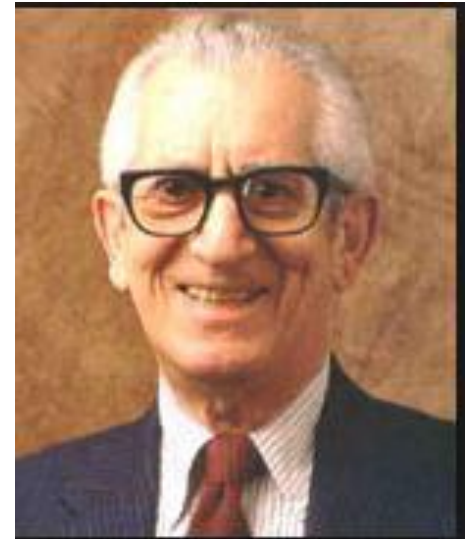


# Dialogic Talk: Moving the Talk on

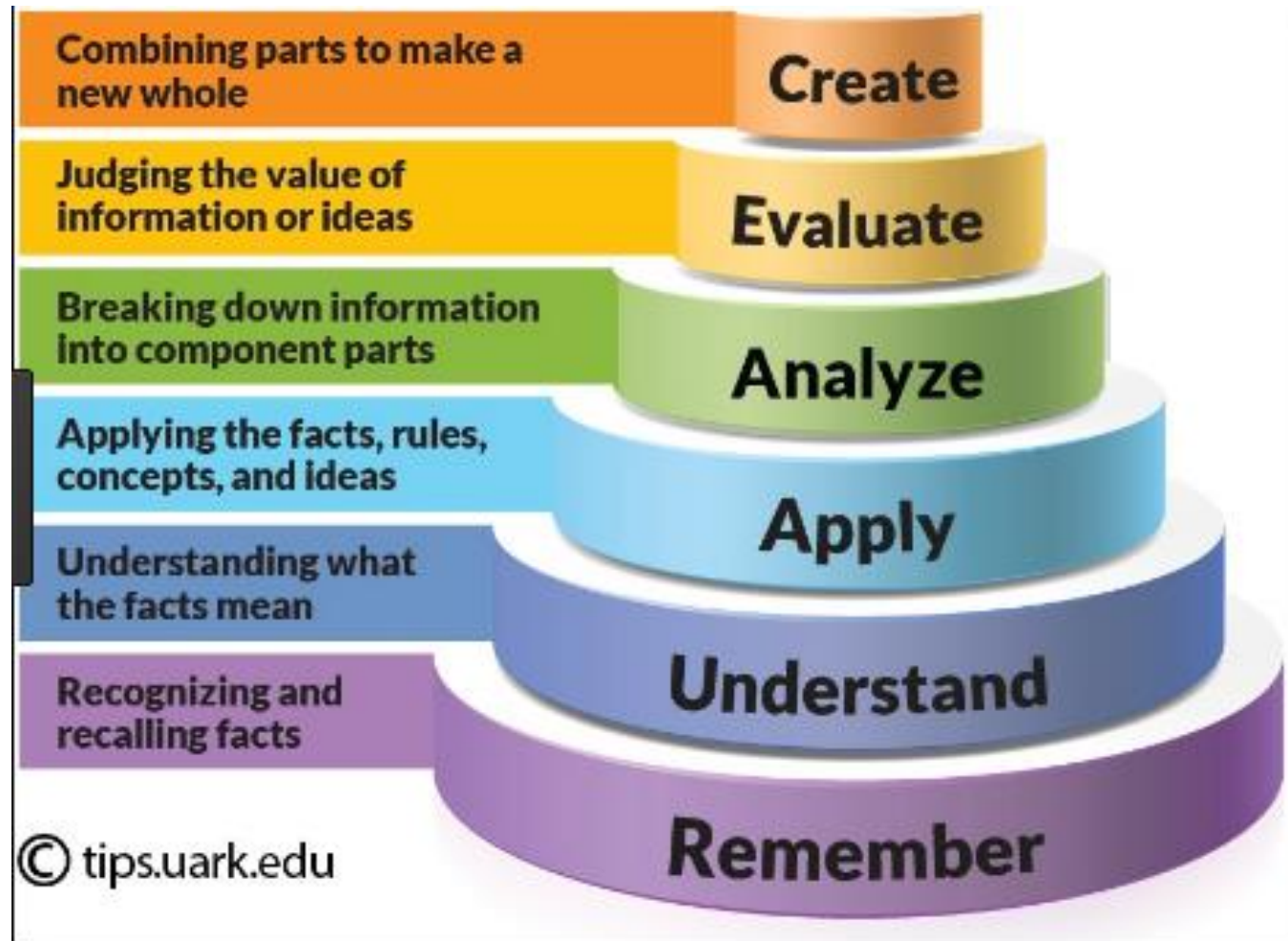
- Tolerate pauses between you and a pupil (this will encourage others to 'get involved' in the discussion)
- Encourage a dialogue between pupils (exploratory talk)
- Move away from closed questions
- Encourage pupils to explain their thinking (reflect and evaluate)
- Encourage pupils to address the audience (don't amplify pupils' responses)
- Provide opportunities for pupils to ask and answer their own questions

# The Art of Posing Questions

Bloom's Taxonomy is a classification system developed in 1956 by education psychologist Benjamin Bloom to categorize intellectual skills and behaviour important to learning. Bloom identified six cognitive levels: knowledge, comprehension, application, analysis, synthesis, and evaluation, with sophistication growing from basic knowledge-recall skills to the highest level, evaluation



# Bloom's Taxonomy



## Bloom's Taxonomy: Question Stems

<b><u>REMEMBER / KNOWLEDGE</u></b>		
<p>What is ____?</p> <p>Where is ____?</p> <p>Who were the main ____?</p> <p>Why did ____?</p> <p>When did ____?</p> <p>How would you show ____?</p>	<p>How did ____ happen?</p> <p>Which one ____?</p> <p>How is ____?</p> <p>When did ____ happen?</p> <p>List three ____.</p> <p>How would you describe ____?</p>	<p>What do you recall about ____?</p> <p>Select ____.</p> <p>How would you explain ____?</p> <p>Who was ____?</p>
<b><u>UNDERSTAND / COMPREHENSION</u></b>		
<p>How would you explain ____?</p> <p>How would you identify ____?</p> <p>How are these alike? Different?</p> <p>How would you differentiate between ____?</p> <p>What do you conclude from ____?</p>	<p>What characteristics identify ____?</p> <p>What is the difference between ____?</p> <p>What relationship exists between ____?</p> <p>What patterns exist ____?</p>	<p>What could be a reason for ____?</p> <p>What can you interpret from the graph/table?</p> <p>Which does not belong?</p> <p>What would happen if ____?</p>

## APPLY / APPLICATION

How would you make use of \_\_\_\_?

How does \_\_\_\_ apply to \_\_\_\_?

How would you modify \_\_\_\_?

Under what conditions would you \_\_\_\_?

How could you apply what you have read to construct \_\_\_\_?

How would you use the facts to investigate \_\_\_\_?

Using what you know, how would you design \_\_\_\_?

Utilize \_\_\_\_ to \_\_\_\_.

Illustrate a way to \_\_\_\_.

What other way would you demonstrate \_\_\_\_?

Identify the results if \_\_\_\_?

Predict what would happen if \_\_\_\_?

What would result if \_\_\_\_?

Show me a way to organize \_\_\_\_.

Why does \_\_\_\_ work?

Using what you have learned, how would you solve \_\_\_\_?

## ANALYZE / ANALYSIS

Determine what could have caused \_\_\_\_?  
Discuss the pros and cons of \_\_\_\_?  
Explain why it is not possible for \_\_\_\_.  
How would you order \_\_\_\_?  
How would you document \_\_\_\_?  
Justify your conclusion about \_\_\_\_.  
Why do you think \_\_\_\_?  
What fallacies influenced \_\_\_\_?

What are the components of \_\_\_\_?  
What is the reason for \_\_\_\_?  
What observations can you make from \_\_\_\_?  
What evidence will support/refute \_\_\_\_?  
What relationship exists between \_\_\_\_?  
What inference can you make/were made from \_\_\_\_?

What assumptions can you make/were made about \_\_\_\_?  
What is your analysis of \_\_\_\_?  
What ideas validate \_\_\_\_?  
What conclusions can you deduce \_\_\_\_?  
Under what conditions \_\_\_\_?  
Using the assumption of the \_\_\_\_ theory, analyze \_\_\_\_?

**EVALUATE / SYNTHESIZE**

<p>Create/propose an alternative to ____?</p> <p>How would you improve ____?</p> <p>Devise a way to ____?</p> <p>Hypothesize the reason for ____?</p> <p>Design a fair test for ____.</p> <p>Predict the outcome of ____?</p> <p>Develop a theory to explain ____.</p>	<p>Propose a hypothesis/an experiment for ____.</p> <p>Develop a model to represent ____.</p> <p>Think of an original way to represent ____.</p> <p>Develop an experiment to determine ____.</p> <p>What solutions would you suggest for ____?</p> <p>Elaborate on ____.</p>	<p>What could be done to integrate ____?</p> <p>How would you test ____?</p> <p>What would happen if ____?</p> <p>How would you combine ____ to create a different ____?</p> <p>What changes would you make to revise ____?</p>
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**CREATE / EVALUATION**

<p>Based upon the evidence, explain your choice.</p> <p>Compare the ideas of ____.</p> <p>How else would you</p>	<p>How would you determine the facts about ____?</p> <p>How would you prove/disprove ____?</p> <p>Rate the ____.</p>	<p>What is the significance of ____?</p> <p>What criteria would you use to assess ____?</p> <p>What choice would you</p>
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<p>____?</p> <p>How would you critique ____?</p> <p>How would you interpret ____?</p> <p>How would you verify ____?</p>	<p>State a case that would support/reject ____.</p> <p>What is the most important ____?</p> <p>What data was used to evaluate ____?</p> <p>What would you conclude about ____?</p>	<p>have in ____ situation?</p> <p>What data was used to evaluate ____?</p> <p>What is your opinion of ____?</p> <p>Which ____ is valid?</p> <p>Would it be better if ____? Why/why not?</p>
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