

Educational dialogue: Supporting your colleagues through facilitation

Week Four: Conducting reflective inquiries

Video content

Introduction:

Welcome to module 4! This module focuses on conducting reflective inquiries. The video starts by providing an introduction to the Teacher Scheme for Educational Dialogue Analysis (or T-SEDA) pack. We will then discuss the first two tools in the T-SEDA pack: the self-audit and we will then review the purpose and steps of conducting reflective inquiries including ways of incorporating reflective inquiries into your facilitation plan.

Your objective this week is to further develop your facilitation plan and consider ways in which you will support teachers in your setting to conduct reflective cycles of inquiry.

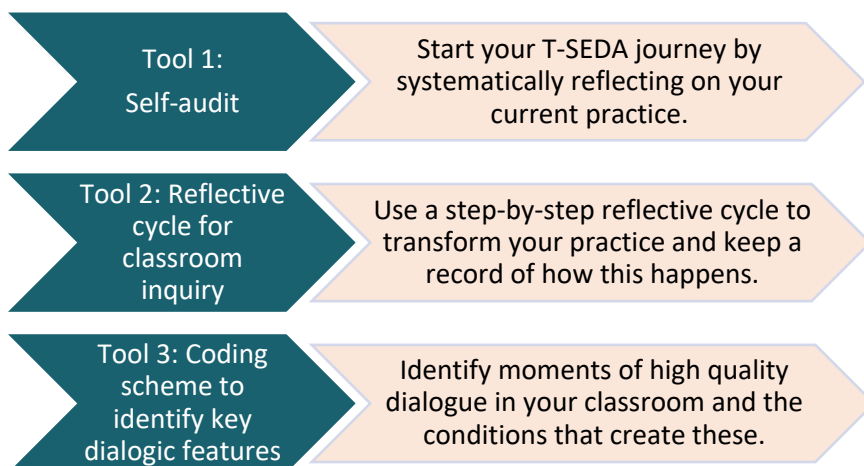
Part 1: Introduction to T-SEDA

The T-SEDA pack offers varied resources, case studies and editable templates to guide practitioners in conducting an inquiry into their practice. The following figure summarises the pack contents:

| | |
|---------------------------------------|---|
| T-SEDA A user's guide | <ul style="list-style-type: none">• Introduction to educational dialogue• Examples and tools that support reflection on practice and planning an inquiry |
| T-SEDA Core resources | <ul style="list-style-type: none">• Self-audit• Reflective cycle• Coding framework for classroom dialogue• Templates for observing and coding |
| T-SEDA Additional resources | <ul style="list-style-type: none">• Guidance on ethics, recording, transcribing• Examples of other practitioners' inquiries• References to research on dialogue |

You can adapt and add to any of the materials in the pack based on the unique needs and interests of your colleagues and setting. The pack can be used by any teachers of any age group from early years to adult learners. It can be applicable for formal f2f or online learning settings as well as informal settings like children's clubs. There are plenty of examples included throughout the pack for how it has been used previously.


The following provides a visual overview of the core resources and tools that T-SEDA provides:



This module reviews Tools 1 and 2 in more detail, and we will focus on Tool 3 in next week's module.

Part 2: Self-audits

You should have your colleagues fill out a self-audit of their practice before they engage with any materials regarding educational dialogue. A picture is provided below but an editable template is also included in the resources section of the week's materials.

| 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 |
| <ul style="list-style-type: none"> 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 | | <ul style="list-style-type: none"> 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 | |

The self-audit asks a series of questions regarding dialogue in your setting. Your colleagues should then fill this same self-audit out after completing reflective inquiries so

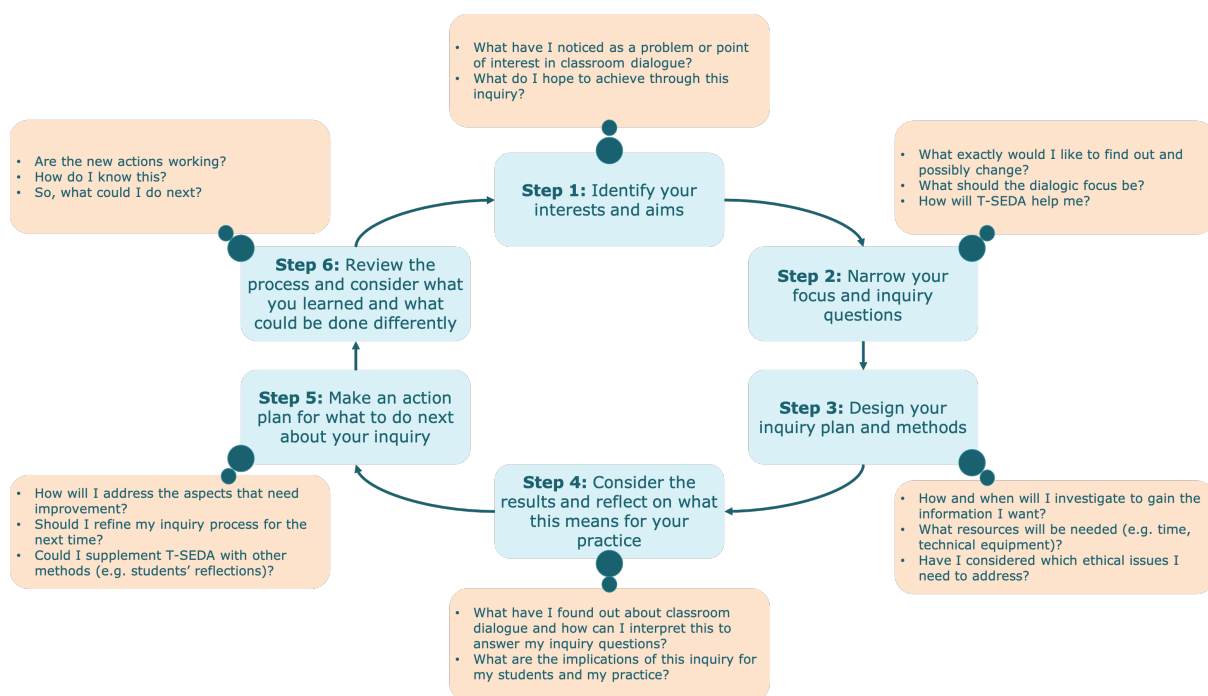
that they can reflect on their progress or any further areas they'd like to work on to develop their dialogic teaching approaches.

Review the guidance from the T-SEDA pack as well as the video resource on the self-audit from the edudialogue.org site, which are provided in the 'read' section of the weekly materials. You can also fill out a self-audit as facilitators with the lens of creating a dialogic environment to support your colleagues in leading their own inquiries and adapt questions as needed.

Part 3: Reflective cycle for classroom inquiry

By reflective inquiry, I refer to individual self-reflection as well as collaborative professional development between teacher colleagues. Reflective inquiries are well-suited to situations when teachers have identified a particular interest in or concern about classroom talk and learning.

The following image shows the six steps to conducting a reflective inquiry including some questions to ask yourself along the way. There is also a copy of this resource in the 'read' section.

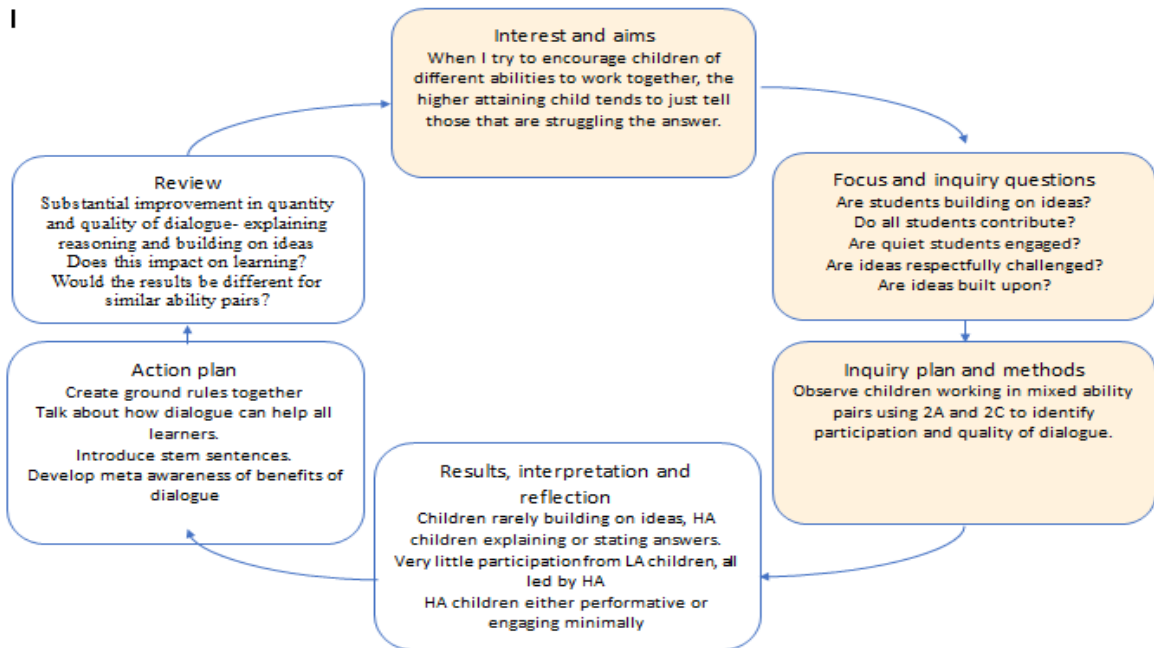


The following visual offers an example of a completed reflective cycle of inquiry:

Reflective Cycle of Inquiry

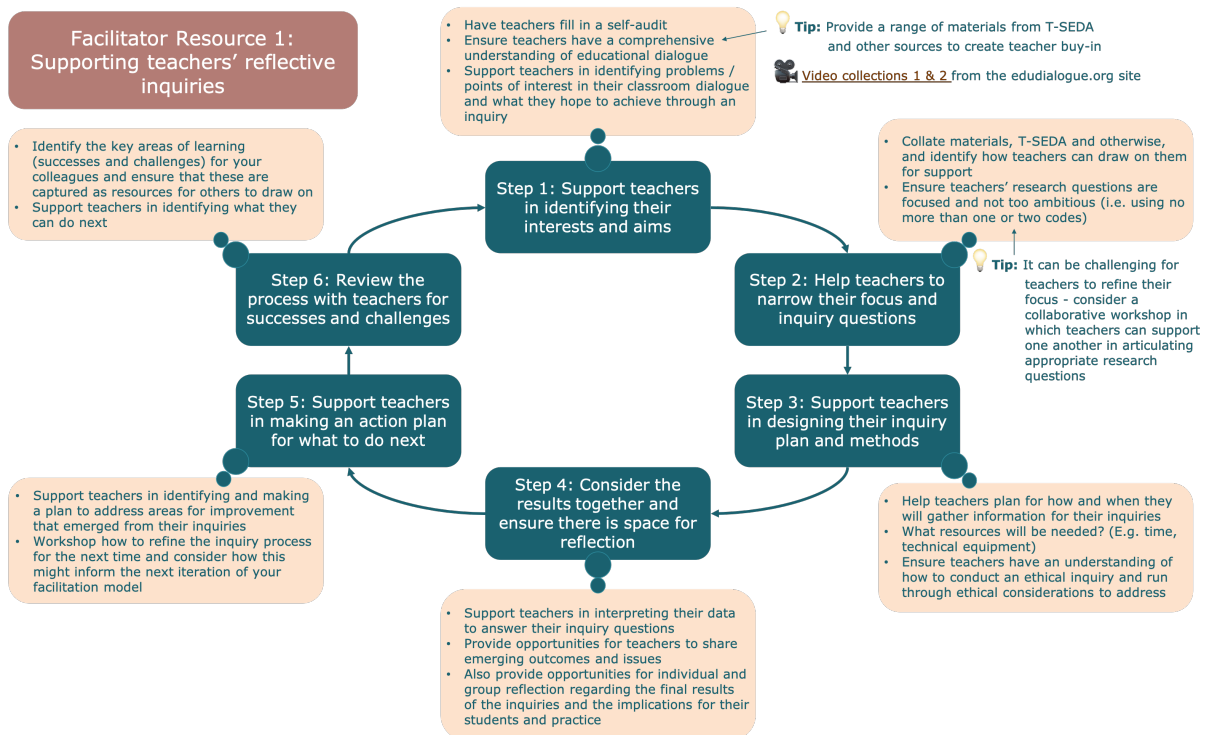
Name: Julia Monks

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.



Encourage your colleagues to not be too ambitious or unfocused in their inquiries and you may need to help them focus in and narrow their questions. There's a new expanded section on choosing an inquiry focus in the updated version of the T-SEDA pack, which is included in the resources section.

There are different steps you can take in supporting your colleagues throughout their reflective inquiries. The following visual offers questions that you can ask yourselves during the reflective cycles of your colleagues. An important takeaway from the T-SEDA trials is to provide plenty of opportunities for peer discussion and sharing throughout the planning and implementation of the inquiries as well as following their completion in order to reflect on the results together and derive key learning from the experience.



This video content was created by Meaghan Brugha for the course *Educational dialogue: Supporting your colleagues through facilitation*, available here: <https://mbrugha.github.io/course-in-a-box/>