

**Activity: Reflect on your own practice**

<b>Self-Audit: Supporting development of dialogue in the classroom</b>			
<b>Reflect on learning and teaching in your classroom and rate each statement using: (1) rarely, (2) sometimes, (3) usually</b>			
<b>In my teaching, do I... ?</b>	<b>Rating</b>	<b>In our classroom, do we... ?</b>	<b>Rating</b>
<ul style="list-style-type: none"> <li>• value student talk in my lessons and plan for it to take place in groups and whole-class situations</li> <li>• ensure that everyone participates sometimes in classroom dialogue, including myself</li> <li>• take account of children’s individual needs and interests when developing dialogue</li> <li>• encourage children to be responsible for their own learning (individually and collectively)</li> <li>• invite children to build on their own and others’ ideas</li> <li>• invite children to justify their ideas and opinions</li> <li>• invite children to ask each other challenging questions about their ideas</li> <li>• invite and encourage children to compare/coordinate different ideas</li> <li>• support children in a range of ways to enable them to share their ideas, views and feelings</li> <li>• build on children’s contributions to advance the dialogue using my own subject knowledge and understanding</li> <li>• take risks and experiment by trying out new dialogic teaching approaches</li> <li>• listen to students, give feedback and respond in a constructive way</li> <li>• use classroom resources, including technology, in dialogic ways to help children in their learning</li> </ul>		<ul style="list-style-type: none"> <li>• create an inclusive classroom conversation</li> <li>• trust and listen to each other</li> <li>• express a range of views</li> <li>• challenge each other respectfully</li> <li>• explain our reasoning clearly</li> <li>• ask questions to pursue inquiry</li> <li>• have the willingness to sometimes change our minds</li> <li>• sometimes come to agreement</li> <li>• help each other to understand things in a new way /to improve ideas together</li> <li>• extend and refine what we already know</li> <li>• continue a dialogue over time, from lesson to lesson</li> <li>• summarise what we have learned</li> <li>• realise what we still need or want to learn and how we might like to do it</li> </ul>	

In looking at each self-audit item you may ask yourself:

- What do these mean in my practice and how do I know they are actually happening?
- Is the ethos in my classroom supportive of dialogue? When does it approach the ideal?
- What are my wider long-term purposes?
- How will enhancing the dialogue in my classroom also help to achieve my wider goals?