

Using the IWB to support the development of dialogue in the classroom

In my classroom, we...	You will see us...	So that we can...
<ul style="list-style-type: none"> ✓ respect, trust and listen to each other <i>school and class rules; pupil management; classroom working practice</i> ✓ take risks and experiment by trying out new teaching approaches <i>creative approaches; carefully chosen resources; groupings; pupil-led learning</i> ✓ encourage children to be responsible for their own learning <i>chn involved in setting success criteria; chn selecting ways of working</i> ✓ use good subject knowledge and awareness of our children's needs to help us use children's contributions to advance the dialogue taking place <i>teaching and planning founded on good subject knowledge; professional skill in adapting curriculum to meet particular needs of chn</i> ✓ support children in a range of ways to enable them to share their views and ideas <i>use of additional adults; range of teaching and learning styles used; clear expectations and appropriate support/resources available so that all chn can access the learning</i> ✓ value talk in our lessons and plan for it to take place <i>lessons are planned carefully to include opportunities to develop talk</i> ✓ are willing to sometimes change our minds <i>Teacher and other adults model this; chn encouraged to articulate</i> 	<ul style="list-style-type: none"> ✓ sharing, discussing, commenting on and exploring our views and ideas ✓ asking each other questions ✓ showing that we consider other people's views ✓ sometimes trying to reach a shared understanding by building on what people say ✓ giving feedback and responding in a helpful way ✓ realising what we need or would like to learn and doing something about it! ✓ using what we already know to help us ✓ reasoning and thinking aloud ✓ telling each other what we have learnt when we have been thinking by ourselves ✓ using classroom resources, including the IWB, in different ways to help us in our learning 	<ul style="list-style-type: none"> ✓ realise what we still need or want to learn and how we might like to do it <i>chn sometimes involved in setting agenda for future lessons; feedback from chn on how they feel about their learning and what they still need; what questions has it raised?</i> ✓ extend and refine what we already know <i>new knowledge linked to existing knowledge; links between are clearly made</i> ✓ explain our reasoning clearly <i>improved speaking and listening skills; chn are used to expectations of extended answers/ explanations</i> ✓ help each other to understand things in a new way <i>chn summarize learning; working co-operatively</i>

<p><i>it also</i></p> <ul style="list-style-type: none">✓ continue a dialogue over time, from lesson to lesson <p><i>planning takes account of this; teacher skill in maintaining continuity/recapping</i></p> <ul style="list-style-type: none">✓ use a wide range of IWB features and resources to stimulate, enhance and record aspects of our learning <p><i>IWB is used confidently in a range of ways, with teacher and chn able to select and use features most appropriate to need</i></p>	<ul style="list-style-type: none">✓ saying why we agree or disagree with an idea	<ul style="list-style-type: none">✓ come to agreement✓ express a range of views <p><i>this is seen in the way in which chn express their views and in how they receive and respond to the views of others</i></p>
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