

DIALOGUE (T-P or P-P)		
1. Climate/conditions	2. potential skills/approaches/characteristics	3. leading to . . .
<p>Protocol / framework / DT vocabulary / ground rules (<i>protection from domination / over-channelling</i>); <i>mutual trust</i></p> <p>Supportive environment for risk taking</p> <p>Teaching approach that gives Ps responsibility for their own learning and includes willingness to experiment</p> <p>Level of T skill in working with Ps' contributions to facilitate dialogue (includes subject knowledge)</p> <p>Grouping learners to encourage sharing of views</p> <p>Awareness of shared purpose of talk (Ps & T)</p> <p>Willingness to accommodate others' views and to change one's mind; tentative (Ps & T)</p> <p>Opportunities to sustain dialogue over time (maybe across lessons)</p> <p>Familiarity with using range of IWB features and resource</p>	<p>Collective reflection</p> <p>Mutual questioning</p> <p>Sharing ideas & appreciating other perspectives (listening)</p> <p>Exploring different views – sometimes aiming at common understanding</p> <p>Mix of exploratory and authoritative talk (Ts & Ps) to construct meaning</p> <p>Cumulative: shaped by building on / connecting with previous utterances (<i>regardless of correctness</i>); orienting oneself to others' perspectives / knowledge; appropriating words/ideas for own purposes</p> <p>Evaluating own ideas and solutions against others'; giving reasons for agreement/disagreement</p> <p>Following a line of enquiry</p> <p>Critical but constructive</p> <p>Justifying and referencing</p> <p>Speculative</p> <p>Provokes thought & opens up opportunities for explicit reasoning (<i>strategic/incidental</i>) and making inferences</p> <p>Internal dialogue including comparing activity at board with own thought processes / ideas & experiences / outcomes of group discussion</p> <p>Nonverbal dialogue: P annotation, drawing, sorting, linking, manipulation etc.; other objects can convey meaning / understanding</p> <p>Nonverbal dialogue away from IWB: (group) outcomes in form of diagrams/drawings/ordered elements, or on mini-whiteboards</p>	<p>Makes reasoning explicit</p> <p>Supports co-construction of knowledge-and-understanding</p> <p>Develops new shared understandings (> sum of parts) and personal understandings/ meanings/knowledge</p> <p>Appreciation that there are a number of different valid views – sometimes synthesis</p>
		<div data-bbox="1205 914 2092 1010" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Drawing on & extending existing knowledge & experiences</p> </div>
		<div data-bbox="1328 1034 2022 1109" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Becoming aware of what you do not know</p> </div>
		<p>Improved dialogue skills</p>