



SESSION AGENDA

- **WHAT IS ORACY, AND WHY IS IT IMPORTANT?**
- **WHY DISCUSSION PROTOCOLS?**
- **WHAT ARE SOME OPTIONS THAT I MIGHT UTILIZE IN MY CLASSROOM?**

HOPES & FEARS DISCUSSION PROTOCOL

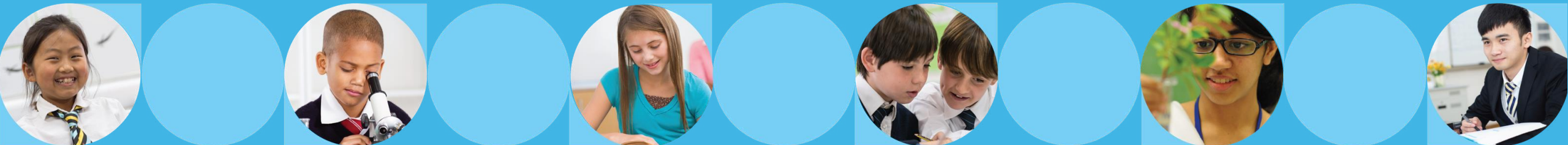


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WHAT IS ORACY?



What is Oracy?



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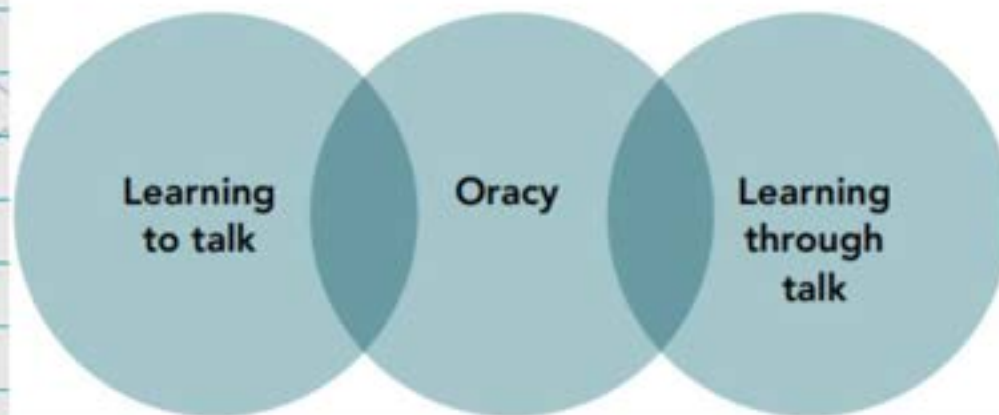
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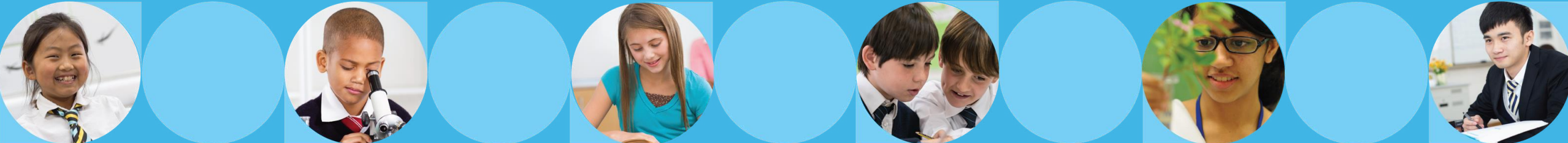
WHAT IS ORACY?

Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.



WHY DISCUSSION PROTOCOLS ?



Student Benefit 1

- COMMONLY UNDERSTOOD ROUTINES CAN LOWER STRESS AND DISTRACTION WHILE ALSO REDUCING POTENTIAL CONFLICT IN THE GROUP (GREGORY & KAUFELDT, 2015)

Student Benefit 2

- DISCUSSION PROTOCOLS PROMOTE SELF-REGULATORY BEHAVIORS WHICH TENDS TO MAKE STUDENTS MORE PROACTIVE, MORE LIKELY TO SUCCEED ACADEMICALLY, MORE OPTIMISTIC ABOUT THEIR FUTURE, AND MORE LIKELY TO TOLERATE FRUSTRATION AND PERSERVERE REGARDLESS OF THE CHALLENGE (BAUER & BAUMEISTER, 2011)

Student Benefit 3

- INSTRUCTIONAL APPROACHES THAT INCLUDE DIALOGUE HAVE BEEN SHOWN TO POSITIVELY IMPACT STUDENTS' ACTIVE LEARNING AND HIGHER-ORDER THINKING SKILLS SIMULTANEOUSLY (DEREWIANKA, 2018; HAJHOSSEINY, 2012; ROY, 2013; SEDOVA, SAMOUNOVA, & SVARICEK, 2014).

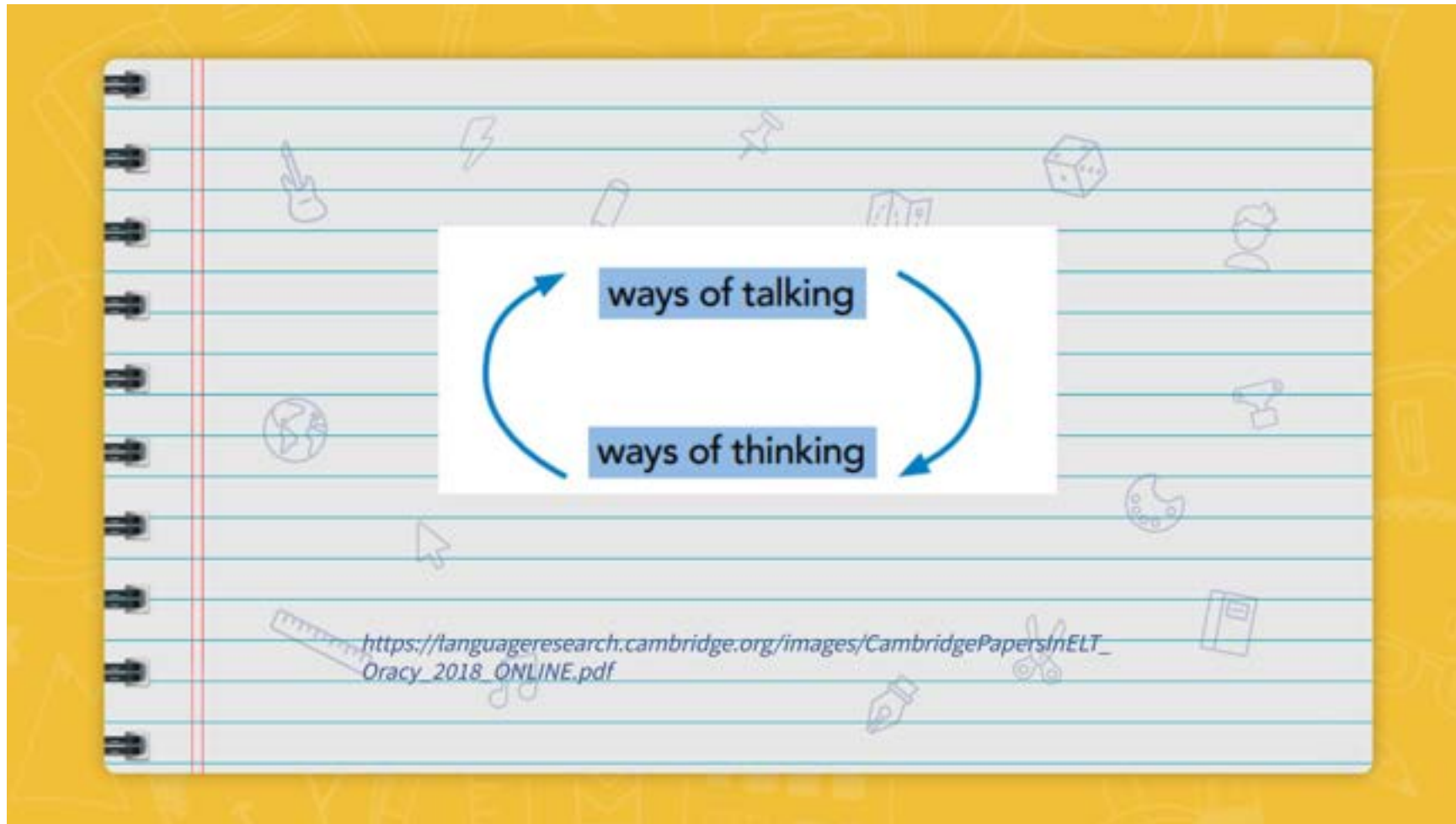
How do discussion protocols support Cambridge learners?

	Cambridge learners
Confident	Confident in working with information and ideas – their own and those of others. Cambridge learners are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.
Responsible	Responsible for themselves, responsive to and respectful of others. Cambridge learners take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.
Reflective	Reflective as learners, developing their ability to learn. Cambridge learners understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be life-long learners.
Innovative	Innovative and equipped for new and future challenges. Cambridge learners welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.
Engaged	Innovative and equipped for new and future challenges. Cambridge teachers are creative, experimenting with new ideas and pursuing an enquiring approach in their teaching. They are open to new challenges, being resourceful, imaginative, and flexible. They are always ready to learn and apply new skills and techniques.

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Benefits for Teachers and Professional Discourse

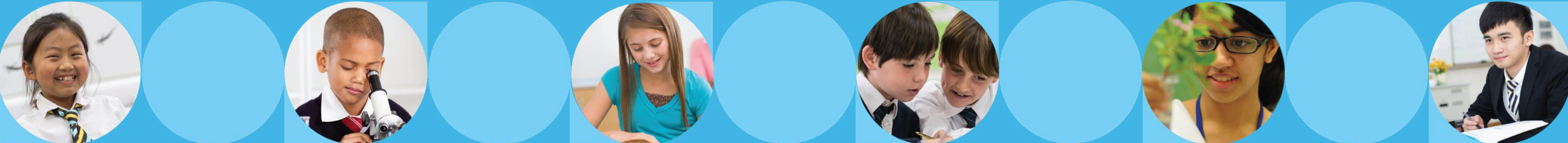
- ASYNCHRONOUS DISCUSSIONS IMPROVED WHEN A STRUCTURE WAS ADDED
- LOWER LEVEL OF DISSATISFACTION WHEN DISCUSSIONS WERE STRUCTURED
- INCREASED PROFESSIONALISM
- FOCUSED ON A COMMON GOAL
- MUTUAL RESPECT AND VALIDATION FROM COLLEAGUES FOR ONE'S IDEAS
- HIGHLY FOCUSED, PRODUCTIVE CONVERSATION
- PROMOTED EQUITY IN SPEAKING TIME
- KEPT DISCUSSIONS FOCUSED ON THE INTERPRETATION AND IMPLICATIONS OF DATA

(Pomerantz and Ippolito, 2015; Kimbrel, 2020)





WHAT ARE SOME
DISCUSSION
PROTOCOLS THAT I
MIGHT CHOOSE?



THE BASIC COMPONENTS OF EFFECTIVE GROUPS

- ✓ POSITIVE INTERDEPENDENCE
- ✓ INDIVIDUAL AND GROUP ACCOUNTABILITY
- ✓ FACE-TO-FACE PROMOTIVE INTERACTION
- ✓ APPROPRIATE USE OF SOCIAL SKILLS
- ✓ GROUP PROCESSING

ADAPTED FROM JOHNSON & JOHNSON, 2017

DISCUSSION PROTOCOLS

Making Meaning

Hopes & Fears

Data-Driven
Dialogue

QuACK2

SWOT Analysis

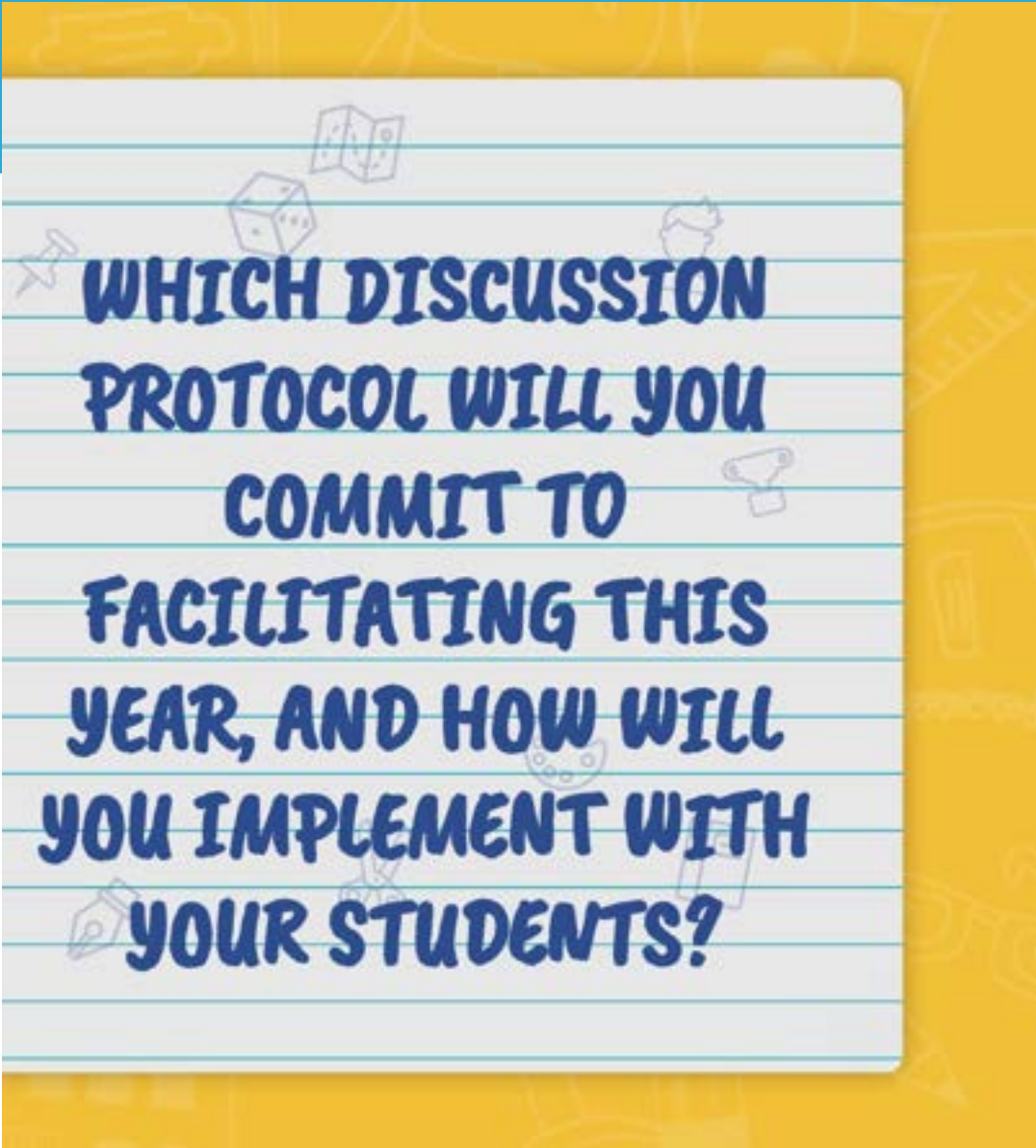
Tuning

The Final Word

Microlabs

Four A's

My Next Steps



**WHICH DISCUSSION
PROTOCOL WILL YOU
COMMIT TO
FACILITATING THIS
YEAR, AND HOW WILL
YOU IMPLEMENT WITH
YOUR STUDENTS?**

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