

Great Oracy Exhibition 2023

The Douglas Barnes Award: developing teachers as researchers to promote a high-quality oracy education.

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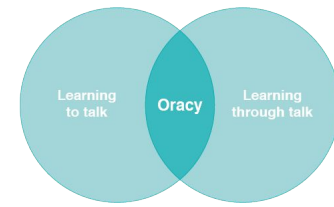
Pinner Wood School

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The Douglas Barnes Award: What is it?



- The Douglas Barnes Award is to design and implement an oracy-based intervention in your classroom. It will enable you to become an expert in oracy practice and share your findings.
- Understanding what oracy is in a classroom context, both learning *to* and *through* talk.
- Using examples as best practice for oracy in the classroom, for example, talk tactics.

The Douglas Barnes Award: What is it?

Session aim:



To develop teachers as researchers and their craftsmanship of a specific area of oracy for example: small world play, discussions in reading, participation and maths mastery.

The Douglas Barnes Award: What is it?

Example research titles:

- To what extent is the use of talk partners used to support engagement in Literacy?
- To what extent do oracy strategies, implemented for six weeks, improve the participation of less confident learners in partner and group discussions in foundation subjects?
- To what extent does explicit use of discussion skills in oracy assemblies, for forty minutes over five weeks, improve the discussion skills of Year 5 students?

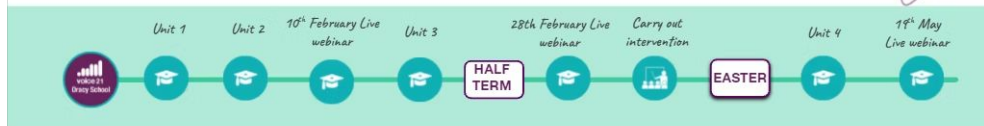
The Process

Where do you start?

- Something you're interested in.
- Something that is happening inside your classroom already.
- Literature Review - outlining a topic, what gaps exist, ideas and evidence and what a practitioner would like to do in the classroom.

Module timeline

Douglas
Barnes
Award



Spring 1 - 2022

- **Unit 1: Big Ideas (3 hours)**
What is close-to-practice research?
Developing an online 'community of practice'.
Oracy and the work of Douglas Barnes.
The Oracy Framework and the Oracy Teacher Benchmarks.
- **Unit 2: Exploring best practice (4 hours)**
T-Seda, Talk Tactics.
Independent literature review.
- **10th February live webinar**
Sharing learning so far about areas of interest.
- **Unit 3: Planning for impact (3 hours)**
Defining your outcome and identifying baseline measures.
Defining and planning your intervention.
Formulating your research question. Research ethics.

Spring 2 - 2022

- **28th February live webinar**
Outline your intervention. Q&A on implementation.
- **Task: Carry out intervention (6 weeks)**
- **Unit 4: Reflecting on impact (4 hours)**
Analysing your data.
Writing up your impact project.
Reflect on impact and plan for next steps with V21 School Lead.
- **19th May live webinar**
Last-minute troubleshooting.
Sharing key findings. Reflecting on impact.

Submission date: 27th May 2022
Winner announced: 7th July 2022

Consider...

Planning for impact through a baseline measure, research questions, interventions, ethics (GDPR)

To what extent does teaching talk tactics, implemented for six weeks, encourage high-quality discussions in guided reading amongst children at expected level?

Action Planning:

- Planning your intervention – opportunity to test something based on your classroom.
- Impact report - What will your interventions be? How does it use oracy? How long and often will it be carried out?
- Plan out all your sessions before you undertake the research. Be organised!

Week 1	Monitor the discussion of the big question <ul style="list-style-type: none">- Survey - how confident do you feel with each talk tactic?- Complete Harkness discussion using T-SEDA codes.- Collect data on how many times the children take on a discussion role e.g. 7 out of 30 points were building on.- Children are already confident with builder, summarizer and instigator- What is my role? How do I drive the talk?
Week 2	<ul style="list-style-type: none">- Outline what makes a good discussion - recap discussion guidelines.- Create a success criteria for what high-quality talk looks like.- Teach challenger using sentence stems- Teacher models and marks
Week 3	<ul style="list-style-type: none">- Teach prober using sentence stems- Teacher models and marks
Week 4	<ul style="list-style-type: none">- Teach clarifier using sentence stems- Teacher models and marks
Week 5	<ul style="list-style-type: none">- Introduce chairperson/talk detectives to monitor talk
Week 6	Monitor the discussion of the big question - giving children sentence stems for all roles. <ul style="list-style-type: none">- Survey - how confident do you feel with each talk tactic?- Complete Harkness discussion using T-SEDA codes again- Collect data on how many times the children take on a discussion role e.g. 7 out of 30 points were building on. - Hopefully this time there is more of balance.- What is my role now?

The Process: Focus Groups

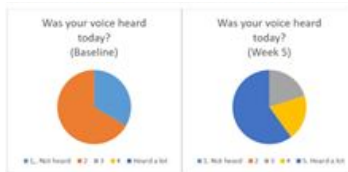
Douglas Barnes Award Focus Group Meeting

- Share your questions with each other.
- Discuss what data you're going to collect throughout your project.
- Talk through your action plan. E.g. what are you doing in weeks 1, 2, 3 etc.
- What will success look like? Do you need to create a success criteria? What are the benefits of your intervention?
- Consent – how will participants data be protected?
- Share any reading/using the Voice 21 forum

The Process

Collecting Data

- Exploring best practice – quantitative and qualitative data.
- Recordings and transcripts are really useful but there needs to be a balance.
- Collect baseline and then impact data.



Task	Once Upon a picture	Would you rather	Odd one out	Once upon a picture	Would you rather	Odd one out	Total
Context	Number of turns	Number of turns	Number of turns	Number of turns	Number of turns	Number of turns	
ZA							19
MA	Absent	Absent					12
FB						Absent	29
AMS			Absent	Absent			20
SN							23

CH - Challenge	Questioning, disagreeing with or challenging an idea	'I disagree', 'But', 'Are you sure...?', '...different idea'
IRE – Invite reasoning	Invite others to explain, justify, and/or use possibility thinking relating to their own or another's ideas	'Why?', 'How?', 'Do you think?', '...explain further'
R – Make reasoning explicit	Explain, justify and/or use possibility thinking relating to own or another's ideas	'I think', 'because', 'so', 'therefore', 'in order to', 'if...then', 'it's like...', 'imagine if...', 'could',
CA - Coordination of ideas and agreement	Contrast and synthesise ideas, confirm agreement and consensus; Invite coordination/synthesis	'agree', 'to sum up...', 'So, we all think that...', 'summarise', 'similar and different'
C – Connect	Make pathway of learning explicit by linking to contributions / knowledge / experiences beyond the immediate dialogue	'last lesson', 'earlier', 'reminds me of', 'next lesson', 'related to', 'in your home'
RD – Reflect on dialogue or activity	Evaluate or reflect "metacognitively" on processes of dialogue or learning activity; Invite others to do so	'dialogue', 'talking', 'sharing', 'work together in the group/pair', 'task', 'activity', 'what you have learned', 'I changed my mind'
G – Guide direction of dialogue or activity	Take responsibility for shaping activity or focusing the dialogue in a desired direction or use other scaffolding strategies to support dialogue or learning	'How about', 'focus', 'concentrate on', 'Let's try', 'no hurry', 'Have you thought about...?'
E – Express or invite ideas	Offer or invite relevant contributions to initiate or further a dialogue (ones not covered by other categories)	'What do you think about...?', 'Tell me', 'your thoughts', 'my opinion is...', 'your ideas'

Transcript

Question: Do you think refugees cause problems for the country they are coming to?

Student B: I would like to start by saying that I do not think that refugees cause problems for the country they are going to because they have lots of skills and from my experience they work hard in their jobs.

Student A: I agree with B's point and would like to add that the world is for everyone so we need to be kind and caring. Basically we need to be like Tom and Josie and Michael although they did go a bit far in the story.

Student M: Building onto A's point, I do think that we need to be kind and welcome people but England is quite busy already, there are lots of homeless people and I don't know whether there is enough housing.

The Process

Analysing Data:

Comparing the baseline and end data.

- What changed and what stayed the same?
- Were there any unexpected findings?

Drawing a conclusion from the data – as an impact report.

Baseline data

Talk tactics	Number of times used (Tally)	Total
Builder	////////	12
Challenger	///	3
Instigator	/	1
Summariser	/	1
Prober		0
Clarifier	/	1

Impact data

Talk tactics	Number of times used (Tally)	Total
Builder	////////	7
Challenger	/////	6
Instigator	//	2
Summariser	//	2
Prober	////	4
Clarifier	///	3

Feeding back to Governors

- Split into groups with varying research projects.
- Sharing how all teacher took part in the project and worked in small buddy groups relating to their project question.
- Shared using visual prompts (PowerPoint) of your research project.
- Reflecting on your research after the project – what could work better next time? How can profile of your research be raised across the school?

The Douglas Barnes Award: Why do it?

Impact:

- Through completing their research projects, we have found that teachers have more agency over their pedagogy, and we have developed a community of experts within our school.
- This has allowed oracy to develop throughout the school such as oracy assemblies, pupil voice, oracy homework.
- Being able to embed oracy amongst other staff within our school.
- Sharing mentorship with a local school.

The Douglas Barnes Award

Get started:

For more information about the Douglas Barnes Award, contact your School Relationships Office or email hello@voie21.org to get in touch with Rebekah Simon.