

Great Oracy Exhibition 2025

Oracy, SEMH & Safeguarding

Chaitan Rajania
Madani Schools Federation



Students from @MadaniSchools on @bbcemt today talking about learning through the pandemic and life beyond Covid-19 🌱.

Listen 🎧 📱 from minute 22:00. Thank you Sa'arah, Aisha, Khizra, Nasra and @geetapendse @MSF_Comm

bbc.co.uk/iplayer/episod...



Schools praised for helping 'disadvantaged' pupils find their voice and self-confidence

The schools were singled out in a Parliamentary report on students' speaking and listening skills

Madani school in Leicester receives national oracy award

'Oracy has been shown to be as important as reading and numeracy in improving life outcomes for children'

Madani Schools

Winner

ESU Oracy Culture Award 2021

Jane Easton

Jane Easton
ESU Director-General



Oracy for identity and community

The Madani Schools Context



Oracy for identity and community

The Madani Schools Context

What is the oracy focus for your school?

Nest

Stand apart from each other and whisper your ideas to yourself.



Trios

Talk with two other people. Alternatively, talk to a partner while a third person listens in and summarises or critiques the discussion. Or two people talk and the third listens in to summarise and critique the discussion.



Fostering Inclusive Dialogue and Interthinking



	7	8	9	10	11
Community anchoring- what is my identity	Giving opinions with reasons about subject content	<ul style="list-style-type: none"> Reflecting on prior learning to offer views on cross-curricular links Acknowledging that your opinions and views can change 	Being able to contextualise knowledge based on a range of learning and general knowledge	Expressing openly with respect what your views are and why; understanding that these views may contrast with others and therefore consider sensitively how you word these.	Having a clear sense of your own identity; who you are, what you believe, what you think, where you come from, what you want etc and being able to express, value and live that identity openly.
Relating to others- incorporating ideas	<ul style="list-style-type: none"> Learning and listening to the ideas of others. Respecting <u>that other viewpoints</u> exist. 	<ul style="list-style-type: none"> Relating to others by engaging with their ideas and inviting them to expand Empathising with ideas that are different to one's own Building on the ideas of others to include them 	<ul style="list-style-type: none"> Probing someone to find out more about their alternative viewpoints Building on the ideas of others towards new thinking 	<ul style="list-style-type: none"> Diplomatically or provisionally accepting the rationale behind opposing view points Vocally disagreeing with prejudice against inviting opposing viewpoints 	Diplomatically facilitating discussions between groups of people or individuals who do not agree with each other; establishing mutual respect, tolerance and empathy.
Dealing with multiple perspectives	Recognising that others may not agree with us and vice versa	<ul style="list-style-type: none"> Challenging ideas respectfully Changing one's mind 	<ul style="list-style-type: none"> Acknowledging and explaining changes of position Discussing alternatives to evaluate them Linking ideas to synthesise them 	<ul style="list-style-type: none"> Understanding very clearly where viewpoints differ; being able to respectfully articulate that Openly discussing and analysing arguments and viewpoints to critically evaluate them 	
Transformational communities that work together	<ul style="list-style-type: none"> Listening to each other (actively from the heart) Joining in discussion by offering ideas Encouraging non-speakers to contribute Understanding and acknowledging that people come from a diverse range of background and can still exist in the same community 	<ul style="list-style-type: none"> Acting inclusively by inviting others to contribute Working together to agree an idea Exploring differing ideas to seek common ground Understanding the issues that some people in your community and others may face, even if they do not impact you and your family 	<ul style="list-style-type: none"> Negotiating differing ideas to seek agreement Evaluating ideas and choosing a course of action Identifying issues facing communities and discussing strategies to support those in difficulty 	Students that make strategic contributions to the greater social good and prioritise support for those experiencing disadvantage	

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What are the opportunities/ strategies for students to disagree agreeably or to debate topics that could be difficult- how do we create a safe environment?

Oracy as a Tool for Safeguarding and Wellbeing



Empowering Students for Social Good



Outcomes and Next Steps

Safeguarding disclosures

Destinations data

SEMH identification

Trauma-informed practice

A community-anchored curriculum

