

# Dialogic teaching: orchestrating effective dialogue in whole-class sessions

**Resource theme:** Dialogue in whole-class interactions

**Resource type:** Core Reading

**Time required:** 20 minutes

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**‘Dialogic teaching: orchestrating effective dialogue in whole-class sessions’** provides an introduction to the question ‘what is dialogic teaching?’ and highlights strategies for, and indicators of, dialogic teaching in practice.

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## Example strategies for Dialogic Teaching (see other resources for further inspiration)

### 1. Eliciting ideas in lesson introductions and conclusions

#### 1a. Introduction recap

*Context: whole-class introduction during an ongoing topic.* Provide key vocabulary. Ask groups to talk together to summarise previous lesson or recall what they experienced. Each group is asked for a sentence saying what they have learned or understood; the teacher invites one group to contribute, moving round the room until all groups feel the summary of previous work is complete. At any time, the student who is speaking may ask others to contribute or comment.

#### 1b. Lesson conclusion - reflection

*Context: whole-class closing plenary.* Ask groups to talk together to agree on:

- a sentence about something they learned and how they learned it;
- a question about some aspect of the work;
- something they did not understand or would like to learn more about;
- a suggestion for what they may need to revise;
- a suggestion for what they think would be interesting/useful to do next.

Invite groups to offer their ideas. Questions can be answered by other groups or individuals.

#### 1c. Lesson conclusion - reflection

*Context: whole-class dialogue session.* A student who has just contributed to the whole-class discussion is asked to *nominate* the next student to speak (potentially thinking of a question for the student they have nominated). The teacher may rephrase some responses, or chain ideas, to help move things along. Nomination is a good strategy for getting away from the constraints of teacher questions and brief answers, with students bidding for turns with hands up.