

Interaction

Interactions
Forging relationships that empower learners

Empowering Disenfranchised Learners
Building on other's ideas:
"Who can tell me...?"
"Who remembers...?"
"What's the name for...?"
all "review" questions
Reduce ping-pong Teacher-Student response.
Increase basketball – idea passed around; bounce off one another.

Asking Good Questions
5 main types of ?'s
• Review Questions
• Procedural
• Generative
• Constructive
• Facilitative

Ask Students
What do you wish I knew about you as a learner?
What things do Teachers do to let you know they value and respect you?
What advice would you give Teachers to bring the best out in their students?

ALL HUMAN INTERACTIONS ARE OPPORTUNITIES EITHER TO LEARN OR TO TEACH

Successful knowledge transfer involves neither computers nor documents but rather interactions between people

New Patterns

- "Connecting to what xyz said..."
- "I want to agree or disagree with xyz because..."
- "Piggybacking on xyz ideas..."
- "Xyz's comment is now making me think..."
- "If we follow that idea, then..."
- "Building on xyz's comment..."

Developing Culture of Thinking While Promoting Academic Achievement, Independence and Prosocial Development
Teacher is non-directive - presses thinking, supports students autonomy.
Non directive Teachers- share power with students, encourage student voice.

A Cultural Forces that Define our Classrooms

Source: Creating Cultures of Thinking - Ron Ritchhart
Infographic © SpectrumEducation 2018

What are some of the ways you could cause quality interactions without being always leading...

- ❖ Get rid of teachers desk
- ❖ Peer teaching/expert/sharing teacher's role
- ❖ Mixed ability groupings
- ❖ Dojo
- ❖ See saw
- ❖ Google sites
- ❖ Stop Ping Pong
- ❖ Group roles/circle time teaches drive contents
- ❖ Provide opportunities
- ❖ Stem/steam-problem solving
- ❖ Creating a safe space
- ❖ Talking stick/chips
- ❖ Jig saw
- ❖ Buddy classes
- ❖ Pen pals
- ❖ Connecting students to students in another class, school, world
- ❖ Allow student drive where discussions go
- ❖ Reciprocal teaching or reading
- ❖ Student's making connections
- ❖ Think, pair, share
- ❖ Challenge! Pose a problem
- ❖ Popcorn method
- ❖ Do not circles
- ❖ Let students lead routine
- ❖ Student agency
- ❖ Role play or role modelling of oral languages activities e.g. barrier games
- ❖ Students inquiry
- ❖ Students of the expert
- ❖ Lots of STEM activities
- ❖ Cooperative activities
- ❖ Students interest
- ❖ Role play/drama
- ❖ Joining/offering opportunities

Interaction

- ❖ Students with similar interest to work together
- ❖ Explicit teach skill of how to question interest
- ❖ Appropriate responses
- ❖ Mantle of expert
- ❖ Get students to problem solve first before teacher explanation
- ❖ Minimal instructions-let them go
- ❖ Student lead discussions
- ❖ Explicit opportunities to interact
- ❖ Routine-setting the culture through modelling+ expectations of how to interact with other
- ❖ Peer group work
- ❖ Reciprocal teaching/child lead oral sharing buzz group
- ❖ Create a culture of trust
- ❖ Flexible groupings
- ❖ I wonder wall
- ❖ Center of interest table
- ❖ Volunteers
- ❖ Language experiences
- ❖ Buddy teaching
- ❖ School home teaching
- ❖ Play based
- ❖ Workshop leader
- ❖ Bobby math's
- ❖ Community links/setting the norms
- ❖ Body walk
- ❖ Talk moves
- ❖ Group work
- ❖ Repeat back other ideas
- ❖ Teach someone a new skills
- ❖ Using thinking question-deeper thinking
- ❖ Fertile question
- ❖ Explain how you did something(problem solving)
- ❖ Build on an idea
- ❖ Anonymous discussion group
- ❖ Co-construction of learning intentions
- ❖ Collaborative activities
- ❖ Give them a challenge
- ❖ Bus stop
- ❖ Reciprocal teaching
- ❖ Using google drive- e.g. slides docs.
- ❖ Profile base learning
- ❖ Inquiry base learning
- ❖ Providing opportunities
- ❖ St. leading session-teacher
- ❖ Small group
- ❖ Think, pair, share
- ❖ Bus stop journey
- ❖ Daily 5
- ❖ Reciprocal reading
- ❖ Led interviews
- ❖ Peer coding
- ❖ Watching someone else i.e.-video clips
- ❖ Expert
- ❖ Pace time debate
- ❖ Top students to led training to led
- ❖ Providing an invitation
- ❖ St. led conferences
- ❖ Names out of hat, hot setting
- ❖ Community math's
- ❖ Other community areas
- ❖ Goggle hangouts
- ❖ Small groups
- ❖ Students lead learning
- ❖ Think/pair/share-compare
- ❖ Safe environment where children feel comfortable
- ❖ Play based learning
- ❖ Teaching questioning skill
- ❖ Student leaders in the classroom
- ❖ Cooperative learning groups
- ❖ Student lead moves
- ❖ Reflection card on key rings
- ❖ Reflection card on dice
- ❖ Setting roles with cooperative group works
- ❖ Thinking triads

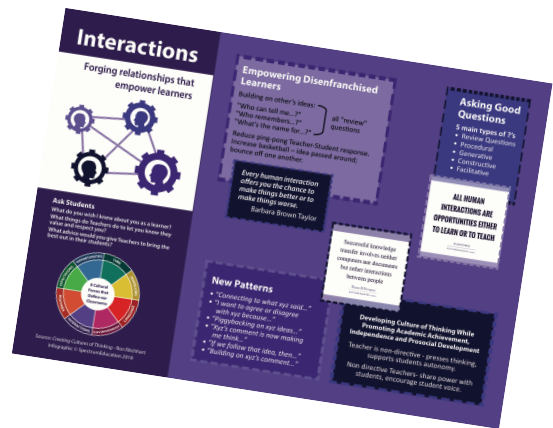
Interaction

In what ways might you ensure your interactions are students driven?

- ❖ Expert students
- ❖ Teacher
- ❖ Teach them the inquiry process/doing inquiry process
- ❖ Talk moves
- ❖ Think-peer-share
- ❖ Sentence starters/script/teach
- ❖ Questioning
- ❖ Give time interest
- ❖ Interest groups
- ❖ Team building
- ❖ Real world contexts
- ❖ I wonder walls
- ❖ Bus stop- cutting where question are welcome
- ❖ Reciprocal reading/guided
- ❖ Students co-construct
- ❖ Teacher
- ❖ Group roles-what time teach students how to question
- ❖ Develop positive/respectful relationships
- ❖ Conference circle
- ❖ Revisiting/revising
- ❖ Popcorn method-don't raise hands
- ❖ Teach how to question-what is a good question?
- ❖ Supporting students interest
- ❖ Use De Bono's 6 thinking hat's to encourage thinking approach
- ❖ Input by student's into planning
- ❖ Student's voice-asking question-establishing process
- ❖ Classroom layout facilitate more students
- ❖ Think about children interest
- ❖ Listening to children-redirecting if needed
- ❖ Working wall-inquiry wall
- ❖ Modelling positive interaction
- ❖ Teacher as facilitator
- ❖ Post it notes- ?'s ideas
- ❖ Mostly teacher at the start of the term/year
- ❖ After how we model how to ask a good question and being an active listener
- ❖ Self-pair assessment
- ❖ Acquiring (S) voice
- ❖ P4C process
- ❖ Relationship(safety)
- ❖ Model active listening
- ❖ Mixed(skills)ability groupings
- ❖ Time reflection
- ❖ Modelling how to listen
- ❖ Oral language skills
- ❖ I do...
- ❖ Wonderings/interests
- ❖ Open questioning model
- ❖ Environment organization-e.g. circles; knee to knee group discussion
- ❖ Play based learning group work
- ❖ Problem based thinking
- ❖ Parents
- ❖ Students
- ❖ Teachers
- ❖ Students wondering what they know and neat teaching
- ❖ Class captain
- ❖ Scaffold time
- ❖ Wonder wall
- ❖ Question class-class who ask teacher-where next?
- ❖ Inquiry-student led
- ❖ Providing provocations to enable students to question or find information

Interaction

- ❖ Culture of inclusiveness(accept all ideas)valuing contributions
- ❖ Routines/monitor ideas children(enable)
- ❖ Wait time
- ❖ Prompt to get them to think and ask move question
- ❖ Random allocation of responsibilities of students to ask and respond
- ❖ Create a safe environment
- ❖ Question matrix
- ❖ Cross implementation across a range of contents
- ❖ Challenging activities
- ❖ Repeat
- ❖ Re voice
- ❖ Ping pong
- ❖ Students-teachers
- ❖ Quiz/ kahoot/question
- ❖ Peer to peer discussion
- ❖ Idea passing
- ❖ Self-regulation signals
- ❖ Links to new focus
- ❖ Developing questions
- ❖ Teacher listening and observation
- ❖ Teacher models-frame for question
- ❖ St. Led discussion
- ❖ Areas in room to post questions
- ❖ Morning news
- ❖ Teacher however recognizing this: by utilizing student interests/passion to generate more
- ❖ Discussion-student lead learning-small group discussion
- ❖ Inquiry learning-wonderings
- ❖ Explicit teaching of open/closed question
- ❖ Developing the relationship between teacher and children
- ❖ Visual prompts
- ❖ Classroom routines
- ❖ Student voice



- ❖ Talk moves
- ❖ Answer not pre-chosen
- ❖ The teach students
- ❖ Brainstorming
- ❖ Think pair share
- ❖ Open debate
- ❖ Question matrix
- ❖ Teach how to ask question
- ❖ Wait time
- ❖ Thinking hats
- ❖ Reflection
- ❖ Peer evaluation
- ❖ Open ended question
- ❖ Topic that are high students interest
- ❖ How do get to a point to where all students
 - are able to contribute
 - what to contribute
 - feel think contribution is valued
- ❖ Getting children involve in better questioning
- ❖ Tutoring
- ❖ Work shopping-individual/groups
- ❖ Guided reading sessions
- ❖ Teach deeper questions/open ended
- ❖ Reply effectively
- ❖ Wondering walls
- ❖ Build on other ideas
- ❖ Value curiosity in the classroom
- ❖ Know your learners
- ❖ Get to know your kids

Interaction

In what ways might you create a culture of revision?

- ❖ Share question with other students(use for evidence of learning)
- ❖ Teachers model editing
- ❖ Making mistakes and revising
- ❖ Pair/share editing
- ❖ Opportunities 'to do'
- ❖ Google classroom
- ❖ Surface to deep learning
- ❖ Modelling connections into another learning areas
- ❖ Learning pathways- students agency
- ❖ Success criteria
- ❖ Allow time for practice-made routine
- ❖ Integration into other curriculum areas
- ❖ Self -peer evaluation
- ❖ Role model
- ❖ Asking 'review' questions
- ❖ Engage the learner make connections on other people ideas
- ❖ Support interactions student to student
- ❖ Rather than with computer
- ❖ Visual representation of their learner using b-ball technique (visual/and topic)
- ❖ Foster and respect everyone response
- ❖ Routine/repetition –year level/prioritizing learning
- ❖ Daily self reflection
- ❖ Thumbs up to show understandings
- ❖ Passing on knowledge-tuakana/teina
- ❖ Creating an environment they can take about
- ❖ Brainstorming
- ❖ Collaboration
- ❖ Prior knowledge-reflection
- ❖ Think, pair, share
- ❖ Develop a culture of being able to share know we are
- ❖ Talk more
- ❖ Understanding the process of questionings
- ❖ Start of lesson/ time/block
- ❖ Building blocks
- ❖ Scaffolding
- ❖ Wait time
- ❖ Renewable learning
- ❖ Record rewind
- ❖ Peer teaching
- ❖ Seesaw portfolios dojo
- ❖ End to day reception
- ❖ Share with buddy
- ❖ Peer/ assessment
- ❖ Routine for revision
- ❖ Feedback
- ❖ Model revision/share of St.
- ❖ Feed forward-train S to do it
- ❖ Value and improve their to do-DAT
- ❖ Reflection based on myself as a learner
- ❖ Blogging
- ❖ Group/peer/revision/discussion
- ❖ Provide opportunities to consolidate learner and build new learning
- ❖ Discussions
- ❖ Revision through games, play internet-experiences it negotiations
- ❖ Role play
- ❖ Music maps-add to(pop let)
- ❖ Teach importance of revision
- ❖ Giving time
- ❖ Having it timetable
- ❖ Build on others ideas
- ❖ Reduce ping pong-more basketball
- ❖ Purposely building on reflection time
- ❖ 2 stars and a wish
- ❖ Talking about progress +next steps
- ❖ Learners aware of success criteria
- ❖ Goal setting and reflection
- ❖ Can give learners agency to this
- ❖ Celebrate success

Interaction

- ❖ Giving and receiving feedback
- ❖ Recap lessons
- ❖ Re praise/re-verbalize
- ❖ Ask question for clarifying-open ended
- ❖ Children ownership-rotation so everyone share
- ❖ Use a variety of different ways of reuse
- ❖ Ensuring time to do this
- ❖ Quick quiz
- ❖ Transferring the skills
- ❖ Prompts/cue cards with variety of questions
- ❖ Repetition -lots of practice
- ❖ Kagan-cooperative learning
- ❖ Reflection-something I enjoyed today
- ❖ Listening/responding
- ❖ Hot spots
- ❖ Watch Austin's Butterfly
- ❖ Reinforcement + revisiting previous learning tasks
- ❖ Questions that need answering or clarifying
- ❖ Forward thinking
- ❖ Home/Schools- learning reflection PMI's-in homework book daily
- ❖ Modelling reflective skills
- ❖ Teach another person or stuffed toy
- ❖ Facilitate "I agree...; I disagree"
- ❖ Modelling how to articulate thoughts
- ❖ Recording gems from prior learnings
- ❖ Making a routine for revision time
- ❖ Question cards
- ❖ Modelling self-talk
- ❖ Think aloud
- ❖ Inclusion of whanau
- ❖ Student led conferences
- ❖ Seesaw- class blog
- ❖ Looking at industry
- ❖ B.A.R.- Bigger Add Remove
- ❖ Self/peer assessment-feedback/forward

