

CLASSROOM TALK: Understanding dialogue, pedagogy and practice

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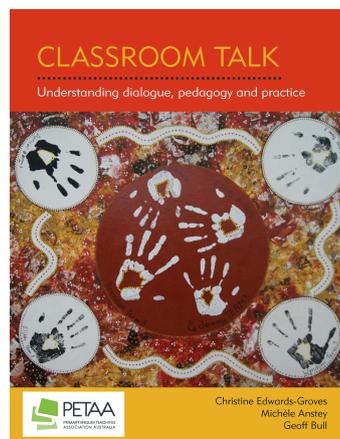
In times of curriculum change, a book describing the importance of classroom talk and how talk binds learning together is both necessary and timely. In particular the practice of explicit teaching has, for at least two decades, gained significant attention in policy statements, learning and teaching frameworks, and quality teaching guidelines, and for many it is a practice which still is misunderstood.

Classroom Talk illustrates how explicit teaching is not the same as direct, prescriptive instruction. It is explicit in the sense that students are extremely clear about how they can participate in the teacher-student interactions and student-student interactions in the classroom. And it is being clear about the sayings, doings and relating enables a meeting of minds between teachers and their students in the moment-to-moment life of the classroom.

The role of talk is often overlooked as a key element to effective pedagogy. This book aims to re-connect teachers with this fundamental dimension of practice in a time where curriculum and curriculum change is being publicised and prioritised.

This book will balance the theoretical and practical aspects of 'classroom talk' by using classroom examples (transcript excerpts and photos) to show how the role of dialogic pedagogies enables 'on task' teaching and learning.

Classroom Talk builds on Edwards-Groves first PETAA publication *On Task: Focused Literacy Learning* by describing explicit teaching as an 'enabling' interactive pedagogical practice. It aims to develop the previous text in connection to explicating the role of a dialogic pedagogy for contemporary literacy teaching by drawing on recent developments in practice theory and practice development (Kemmis, Edwards-Groves, Wilkinson, & Hardy, 2012). It will show how classroom practice unfolds in the dimensions of the language used in classrooms, the activities encountered in classroom literacy learning and the relational arrangements for teaching and learning. It will look at these dimensions of practice using examples from classroom lessons and explore the influence on teaching and learning.



Contents (Abbreviated Overview)

Foreword Professor JoAnne Reid

Introduction:

Setting the scene for a book on talk

How to use this book

PART ONE: The sociality of classroom practice

Chapter One: Reconceptualising Classroom Talk

Chapter Two: Interacting in Classrooms

Chapter Three: Understanding Classroom Talk Practices

PART TWO: The pedagogy of talk as practice

Chapter Four: Orchestrating Dialogic Pedagogies

Chapter Five: Enacting Focused Learning Episodes

PART THREE: Enhancing teaching practice

Chapter Six: Transforming Practice

Chapter Seven: Reconceptualising dialogue, pedagogy and practice

Glossary

References

Index

About the authors

See next page

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(PET 103)

In this vein, to describe how dialogic pedagogy influences classroom talk, these points underpin the text of *Classroom Talk*:

- Literacy learning is a social exercise in which learners are initiated into school literacy practices through participation in lessons enacted within the social space of the classroom;
- Literacy lessons are events orchestrated in three interconnected dimensions - linguistic, physical and social dimensions or practice architectures. They involve learners in using particular kinds of language, they involve them in particular kinds of literacy activities, and they involve them in particular kinds of relationships with other people inside and outside the classroom. My research group describes these three dimensions as 'sayings' (or language), 'doings' (or activities) and 'relatings' (of social relationships and arrangements).

The book will take the above points into account to understand what explicit teaching is and how it is an enabling practice. Effective literacy teaching is practice which 'enables' learners. Enabling practices allow learners 'to go on'; to go on as literacy learners who participate in particular distributed and orchestrated arrangements in classroom lessons. Enabling literacy education practices help learners learn to go on in literacy practices – to be knowing and skilful in their literacy practices who know what they are doing, why they are doing it and how to go about literacy. The authors take the view that explicit teaching is one of the enabling practices that affords learners an opportunity 'to go on'.

Classroom Talk will draw on three fundamental ideas:

- i) The sociality of teaching and learning
- ii) Practice architectures of teaching and learning
- iii) The notion of dialogic pedagogy

Special features of the book will include:

- Classroom transcript excerpts to provide examples of the key ideas.
- Photos will provide explanatory visual information to enhance the key ideas across the book
- Inclusion of images, graphics, screen grabs, student/teacher work samples, professional text/quotes from other sources, to help enhance and highlight sections of the text.
- Samples of student writing

This book is important for pre-service teachers and classroom practitioners in its focus on dialogic pedagogies. Whilst 'Quality Classroom Talk' is a recognised feature of effective teaching it often receives little dedicated space for greater development. Research has shown that a limited focus on developing effective classroom interaction leads to a tendency for pre-service teachers to enact, predominantly by default, more traditional communication practices in classrooms (such as didactic teacher dominated talk), as their interactive practices are based on replicating known patterns of interaction experienced in their own school education (Love, 2009). *Classroom Talk* will respond to this limitation.

About the authors

Dr Christine Edwards-Groves is Senior Lecturer Literacy Studies and a key researcher for the Research Institute Professional Practice Learning at Charles Sturt University. She is a member of the international Pedagogy Education and Praxis research network. Christine has had a long career as a classroom teacher and literacy consultant in schools. Her research interests include classroom interaction, multimodal writing practices, professional learning practices and practice theory. Her most recent publication includes a co-authored text "Changing Practices, Changing Education" (2014) which provides a contemporary view on Education Practices.

Dr Michèle Anstey has her own education consultancy, Anstey & Bull Consultants in Education and works with State, Catholic and Independent schools and systems throughout Australia and New Zealand. Formerly an Associate Professor at the University of Southern Queensland, Director and Principal Adviser to the Literate Futures Project for Education Queensland, she was also a teacher in Victoria, NSW and Qld. Her interests are literacy teaching practices, multiliteracies, children's literature and multimodal literacies.

Dr Geoff Bull runs Anstey and Bull Consultants in Education with Michèle Anstey. Together, they work extensively with State, Catholic and Independent schools and systems throughout Australia and New Zealand. Geoff was an Associate Professor at the University of Southern Queensland, a teacher and teacher-librarian. He is a former national president of the Australian Literacy Educators' Association and founding member of the Australian Literacy Federation (ALF). He is particularly interested in multiliteracies, community literacies, teacher talk and speculative fiction.

Michele and Geoff's recent publications include *Teaching and Learning Multiliteracies: Changing times changing literacies* (2006) *Evolving Pedagogies: Reading and writing in a multimodal world* (2010) and *Uncovering History Using Multimodal Literacies: An inquiry process* (2013)