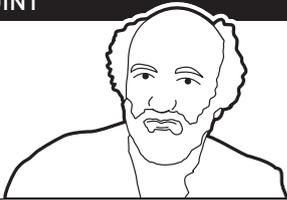


Whole Class Teaching

HOW2

PINPOINT



In whole-class interactive teaching the teacher is in control, but it is a very active method for students.

Geoff Petty

Purpose

The purpose of whole class teaching is the same as for all teaching:

- set challenging tasks that require students to reason
- students reason
- students' reasoning is *made visible* verbally or visually
- misconceptions are identified
- feedback is given to students
- students modify their thinking

Structure

Students need feedback on their learning as frequently as possible. And teachers need feedback on their teaching as frequently as possible too.

The following structure can't deliver this:
teacher input > teacher input > teacher input > student output.
Instead, more checking and feedback comes from:
teacher input > student output
teacher input > student output > teacher input > student output.
Better for both student and teacher.

Strategy

A prime technique to *make learning visible* (Hattie's phrase) is to use teacher-directed, no opt-out, questioning. In Discursive Questioning the teacher poses a challenging question, ensures every student is engaged, nominates responses and reasoning, gives no clues as to their correctness, and highlights differences in the various responses to stimulate further reasoning. Finally, she gives the correct answer with

Role

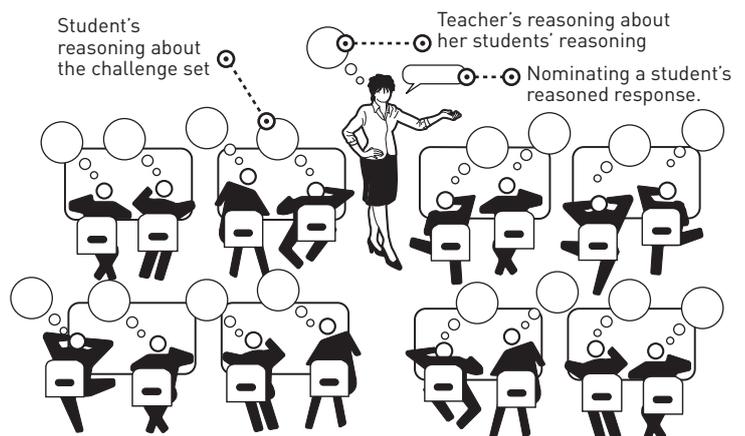
Teachers make the biggest difference to students' learning when considering effect sizes. Teachers design and direct activities for student engagement. Research shows that teacher-as-activator has an average effect size of 0.6, whereas teacher-as-facilitator only 0.17.

Protocols

Clear classroom management is essential for ordered and participative discussion. Just as the administrative routines of a class can be made visual and practised until perfect, so too the protocols of whole class teaching. Both student and teacher need the liberation of these known sequences.

...a classroom environment that not only tolerates but welcomes errors.

John Hattie



Process

John Hattie writes that effective teaching occurs when the teacher...

- decides the learning intentions and success criteria
- makes them transparent to the students
- demonstrates them by modelling
- evaluates if they understand what they have been told
- re-tells them what they

Differentiation

When the whole class teaching is over and individuals are set to work independently, try not differentiating tasks within a set time frame (as is usual), but set the same task within a differentiated time frame. Self pacing is known to reduce cognitive load (our weakest link). When goals, criteria and methods to follow are clear, students can succeed when allowed to proceed at their own pace.

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