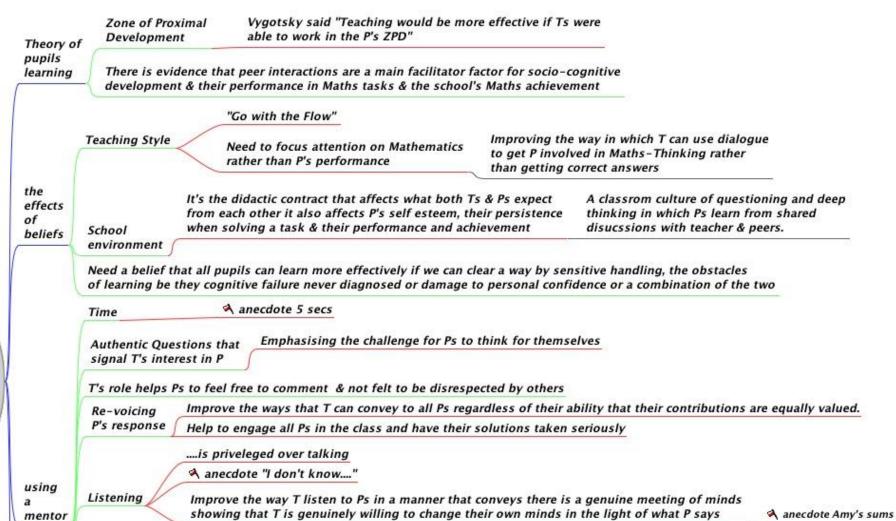


Pupil

Talk

Maths

What's All the Talking About?



http://nrich.maths.org/6662 © University of Cambridge

	Not making assumptions that they cannot A anecdote 47+58			
	Ts have often just been looking for a particular response			
	Initiation-Response-Evaluation	Ts have oft	en lacked the flexibility or confidence to deal with the unexpected	
	mitiation-response-Evaluation	Some lessons happen in which the object is merely to work out what answer the T expects to see or hear		
	Some Ps will know the power relationships resulting from T's didactic tension Some Ps understand that the T has filtered contributions in order to address T's own pre-conceived agenda			
	Initiation-Response-Follow Up Some T's have responded in ways that are likely to inhibit the learning of the P			
	Body Language			
	Working on activities together T working collaboratively with P			
	Ps need to know how to make use of T-P & P-P talk in a learning experience		Tasks work well if built into the planning, there are opportunities for Ps to communicate their evolving understanding	
Pupil - F	Pupil talk Most talk that goes on	Most talk that goes on in school is social rather than cognitive & is HELPFUL to learning rather than FUNDAMENTAL		Peer interactions are powerful in