Teaching

Health

Using Circle Pedagogy

The professional Practice of Teaching in NZ 2012

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| Introduction to workshop.  Learning intentions | The workshop participants will understand how circle pedagogy will increase learning through constructing understanding as a group. |
| Connections. | Start story. “When do I sit in a circle? |
| **Why circles?**  **Purpose.**  *Inclusive*  *Collaborative*  *Multiple ideas and input*  *Democratic*  *Constructivist approach*  *Problem solving*  **Process**  **Establishment.**  *Create circle values and what they look like in action.*  *Shape*  *Moving into circle*  *Regularity of circle*  *Talking piece. Rounds / optional*  *Right to pass with limits.*  **Normative practice**  *Values of the circle bookmarks*  *Routines for every circle.*  *“What’s on Top”*  *“Circle closure”*  *Checking for understanding.* | **Useful resources**  <http://schoolcircles.blogspot.co.nz/>  Macintosh HD:Users:shun444:Desktop:Screenshot 2016-07-08 13.52.11.jpg  [**http://tinyurl.com/ktz6yf3**](http://tinyurl.com/ktz6yf3)  http://tinyurl.com/h3r9lkz  Write your values on mini white board  A3 as a group collate all values and discuss.  Select 4 most important values and add to book mark.  Share as a group  Create a Y diagram on next A3 |
| Moving into a circle class.  Always begin a lesson with  What’s on top?  This transition allows students to move into a circle more effectively. | Complete round with group |
| Values.  Circles work best when the group have a set of shared values that they recognise and ‘own’. If these are established well, the group develop a culture and reminders of the values keep all focussed on learning and ensure safety. | Create values bookmarks.  On A3 write all values of each school. Negotiate which are the most important.  What would they look like in the classroom?  Establish and share with circle  What would they look like in a circle? |
| **Quotes that support circle pedagogy**  Academic research supports dialogic pedagogy and circle education. | Quote cards as stimulus material. The attached quotes can be used to encourage teachers / students to see the purpose of changing practice. |
| **Barriers to implementing.**  **Commonly used reasons given for reluctance to exploring circle pedagogy.**  Not having desks to write on.  Takes too long.  Talk deteriorates into idle chatter.  Students won’t talk.  Some will control the conversation  Can ‘t move desks, | **Enablers**  **Why the barriers do actually not exist or can be overcome.**  Turning to write on desks behind. Use of mini white boards for individual /pair or group work.  When students develop good listening, thinking and talking skills understanding happens earlier. When others are talking, students are actively engaged in the lesson as listeners. They are hearing a range of perspectives so deepening understandings by having their own thinking affirmed and challenged.  The ability to ask clarifying questions increases opportunity for understanding.  Good facilitation at establishment phase stops idle chatter and as students learn to focus, listen to others, think and contribute lessons are actually more focussed with self-regulation by students.  Through using pass counters (only 1-3 pass counters can be used in a lesson) students learn that they must all talk and the quiet students are required to add their view. Over a short time all realise it is their responsibility to add their voice.  By using a talking piece the conversation is democratic with all students adding to the discussion. The ‘have to be heard’ learn that planning and speaking must be well thought through, as they will not be afforded the floor every time they think of a new idea. This develops clarity in conveying ideas, which supports critical writing as well.  20-30 students when they use this pedagogy often can move furniture in less than 2 minutes. Again establish routines and responsibilities to do these tasks. |

Thank you for attending and hope you give this a try as I have found it is the most effective way of creating a class learning culture to challenge assumptions, include all and embrace diversity. Circles done well are very safe places where learning is constructed and not imposed.

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