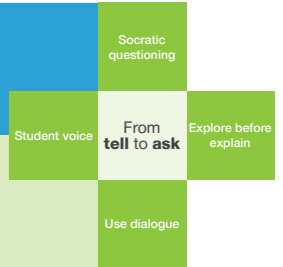# GOAL – Getting the students doing the thinking in English
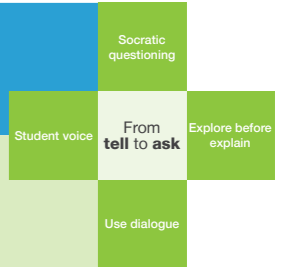
Transforming tasks strategy: From tell to ask

Technique	Before	After	Reflection: Why and how?
Socratic questioning Ask questions that help students dig deeper.	Read the book, 'Nyunti Ninti', by Bob Randall and Melanie Hogan. Answer the following questions: 1. Why does Uncle Bob feel connected to the land? 2. What Aboriginal group does he belong to? 3. Name 3 ways Aboriginal Peoples showed respect for the Earth. 4. What does Nyunti Ninti mean? 5. List 4 ways Uncle Bob's life changed when he left the station. 6. What is meant by the phrase, 'Our life was really disciplined?' Find examples from the text to support this.	Read the book ,'Nyunti Ninti', by Bob Randall and Melanie Hogan. Use Socratic questions to frame the discussion, such as those given below. Try to select questions in response to the answers given. • What do you think is the purpose of the story? What makes you say that? • Why do you think the writer thought that was important? • Do you think this issue is important? Explain why. • What would someone who disagrees with you say? • What are your reasons for believing they would think that?	**WHY would you… use Socratic questioning when discussing the, 'Nyunti Ninti', text'?** To develop skills in analysis, inference, questioning and connecting ideas. **HOW does this develop powerful/expert learners?** Students develop self awareness as they learn to respond to probing questions and to ask this type of question themselves. Examples of Socratic questions can be found online (For example: http://courses.cs.vt.edu/cs2104/Summer2014/Notes/SocraticQ.pdf)
Explore before explain Ask students to try their ideas first.	**GLOSSARIES** Technical language in a report is sometimes explained in a glossary. Make a glossary for these technical words about the physical features of the earth: lake island glacier desert volcano canyon Use a dictionary to help you write a short description of each term. Arrange the glossary in alphabetical order.	**GLOSSARIES** Technical language in a report is sometimes explained in a glossary. What do you think these technical words mean? lake island glacier desert volcano canyon Write each word on a separate A3 piece of paper. Then work in a small group to write your ideas about the meaning of each word. Swap pieces of paper in turn so that each person adds their information and ideas for each word. Stick up sheets and do a gallery walk to see everybody's ideas. 1. Write your own definition and compare it with that found in a dictionary. 2. Create a glossary of terms, arranged in alphabetical order.	**WHY would you… have students explore and compare ideas about technical terms before looking up the words in a dictionary?** To develop skills in drawing on their own knowledge and that of their peers as they develop independence in solving problems and developing ideas. **HOW does this develop powerful/expert learners?** Students learn to think creatively and be independent in initiating and directing their learning.
Use dialogue Ask students to interact and build meaning through learning conversations.	Read the excerpt below from Roald Dahl's book, 'The BFG'. Find and write the words and phrases that help to create the spooky feeling. *'When she reached the curtains, Sophie hesitated. She longed to duck underneath them and lean out of the window to see what the world looked like now that the witching hour was at hand.* *She listened again. Everywhere it was deathly still.* *The longing to look out became so strong she couldn't resist it. Quickly, she ducked under the curtains and leaned out of the window.* *In the silvery moonlight, the village street she knew so well seemed completely different. The houses looked bent and crooked, like houses in a fairy tale. Everything was pale and ghostly and milky-white.'*	Read the excerpt (in italics opposite) from Roald Dahl's book, 'The BFG'. **What do you think?** How could you describe the kind of mood he created? Generate several possibilities. **Discuss** your ideas with a partner and reach a consensus of the best word to describe the mood. Find words and phrases in the text that create that mood. Would those words/phrases always create this mood? Why/why not? Explain your reasoning. **Share** your ideas to create class lists of the words and phrases that most effectively create the identified moods. Add to the lists by brainstorming other descriptive words and phrases that could also be used to create these moods.	**WHY would you… have students work with peers and grapple with challenging questions through dialogue?** To develop skills in analysing and creating texts. **HOW does this develop powerful/expert learners?** Students learn to actively listen to their peers, be reflective and collaborative, and to communicate their ideas clearly .
Student voice Ask students to decide how they might do this best.	1. Submit finished written work to the teacher so it can be checked for spelling errors. 2. Add 3 of the misspelt words to your word bank.	What strategies can you use to accurately check the spelling of a piece of writing? Work with a partner to edit a piece of your work using one or more of these strategies. Identify 3 misspelt words that you want to spell accurately next time, and use a way (that you know is effective for you) to do this. How will you know that you have successfully learned the words?	**WHY would you… use Student voice when developing spelling lists?** So students analyse and recognise how they learn best. **HOW does this develop powerful/expert learners?** Students learn to take shared responsibility for designing, developing and demonstrating their learning.

GOAL – Getting the students doing the thinking in English

Transforming tasks strategy: From tell to ask

Socratic questioning

Student voice | From tell to ask | Explore before explain

Use dialogue

Technique	Before	After	Reflection: Why and how?

Socratic questioning
 	
Ask questions that help students dig deeper.
	Study the annotations below to understand how the individual elements of photographic images help us to create meaning.
	
	1. The angle and position of the bus makes it prominent on a flat and barren landscape.
	
	2. The presence of the child gives a human dimension to the story.
	
	3. The distance between the bus and child makes her seem separated and as if she is walking away from the disaster.
		We create and infer meaning from the individual elements of photographic images.
		Use the questions below as a starting point to discuss how the elements in the photograph work together to create meaning.
		
		1. What story do you think this photograph is telling us?
		2. Why do you think that? What other information can you infer from this photograph? For example, can you determine the:
		   • country
		   • cause of damage
		   • time of year. Explain your thinking.
		3. Are you making any assumptions? What have you assumed about the child? Why? What else might be possible?
		4. How might editing a photograph change the story? Would you feel differently if the child was facing the bus? Might the story change if the child was not there?
		5. What are the possible motives for someone to edit a photograph?
			WHY would you… use Socratic questioning when analysing a visual text?
			To develop skills in analysis, inference, questioning and connecting ideas.
			
			HOW does this develop powerful/expert learners?
			Students develop self awareness as they learn to respond to probing questions and to ask this type of question themselves.
			
			Examples of Socratic questions can be found online
			(For example: http://courses.cs.vt.edu/cs2104/Summer2014/Notes/SocraticQ.pdf)

Explore before explain Ask students to try their ideas first.	**Try this:** Using this photograph of a worker on the Empire State Builiding, write your own annotations to show how the individual elements work together to create meaning and effect.	We create meaning from the individual elements of photographic images. **Try this:** Open the image in Photoshop. Experiment to see how editing the image can change the effect. For example: • zooming in on different elements • removing different elements (the bus, or the child) • having the child look a different way. What other changes can you make that have an effect on the story being told? Demonstrate and discuss how the editing of a photograph can change the story.	**WHY would you… have students experiment with different visual effects on a photographic image?** To develop deep understanding of how meaning is created by exploring the effects of different possible visual arrangements. **HOW does this develop powerful/expert learners?** Students learn to communicate effectively in a variety of forms and be independent in initiating, directing and reflecting on their learning.
Use dialogue Ask students to interact and build meaning through learning conversations.	Collect some current advertisements and images that promote particular body types as beautiful. Write an explanation of how pictures and language are used to persuade, or influence others of a particular point of view of beauty, using the sourced images and advertisements as a reference.	Look at a diverse range of pictures and advertisements that promote a view of human beauty. Include examples from different eras and cultures to show how perceptions of beauty can vary. **Discussion** (Use a dialogue process such as the Community of Inquiry). 1. Who should decide what a 'beautiful human form' is?' 2. Do you think media images influence our views? Should they? 3. What might be the underlying motive for media presenting a particular view? 4. What causes our perceptions of beauty to change?	**WHY would you… have students work with peers and grapple with challenging questions through dialogue?** To learn to analyse, compare and question different points of view. **HOW does this develop powerful/expert learners?** Students learn to actively listen to their peers, develop argument skills, reflect on ideas and communicate clearly. http://bit.ly/18ng1rl [Public domain], http://bit.ly/1wZuiFi Frank Powolny 20th C Fox [Public domain] www.flickr.com/photos/babadteve/351227116, Kutia kondh inde 02 05.jpg.
Student voice Ask students to decide how they might do this best.	Should Australia 'turn back the boats'? Write a persuasive report that describes the problem, and propose future action on this issue using 3-4 of the following fiction and non fiction texts as references.	Should Australia 'turn back the boats'? Collaboratively research and prepare a short reading list of both fiction and non-fiction texts on this issue. Explain why you believe: • the list is comprehensive • the sources are trustworthy. Using the texts you have suggested as references, write a persuasive report that describes the problem and proposes future action.	**WHY would you… have students collaboratively develop class resource lists?** So students contribute to the learning, evaluate the suitability of a range of resources and justify their choices. **HOW does this develop powerful/expert learners?** Students learn to take shared responsibility for selecting and assessing resources that will develop ideas and demonstrate learning.