

PROFESSIONAL DEVELOPMENT
DECISION-MAKING TO SUPPORT
UNDER-25 STUDENT SUCCESS
RESOURCES FOR TEACHERS

5

TIMING TEACHER TALK

A FORMATIVE TEACHING OBSERVATION TOOL



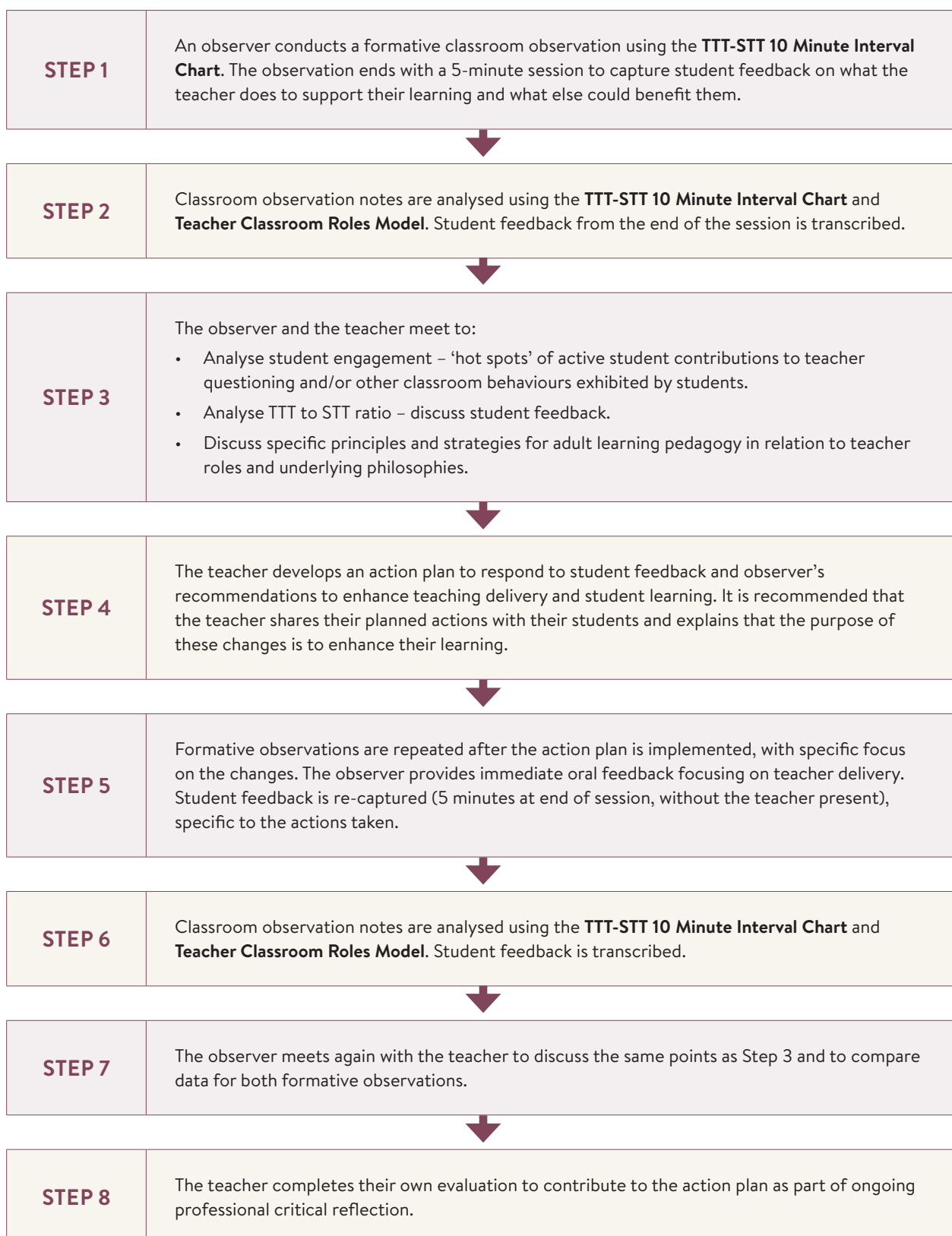
This resource is for you if you want to:

- ✓ Obtain some objective feedback on your teaching
- ✓ Respond to student voice
- ✓ Identify what professional development would be appropriate to enhance your teaching
- ✓ Consider the differences in student outcomes that changes to your teaching result in
- ✓ Produce evidence to capture critical reflective teaching practice

The eight-step process presented in this resource is designed to capture and measure Teacher Talk Time (TTT) and Student Talk Time (STT) by observing teacher delivery approaches and student engagement activities during a teaching session.



Measuring Teacher Talk Time and Student Talk Time



Teacher Classroom Roles Model

This model emphasises communication in the classroom, pair and group activities and student involvement in the learning process. What is most important is that activities and interaction patterns are varied. The over-use of TTT is often the product of the under-use of communicative techniques in the classroom. Excessive TTT limits the amount of STT. Student under-involvement can lead to

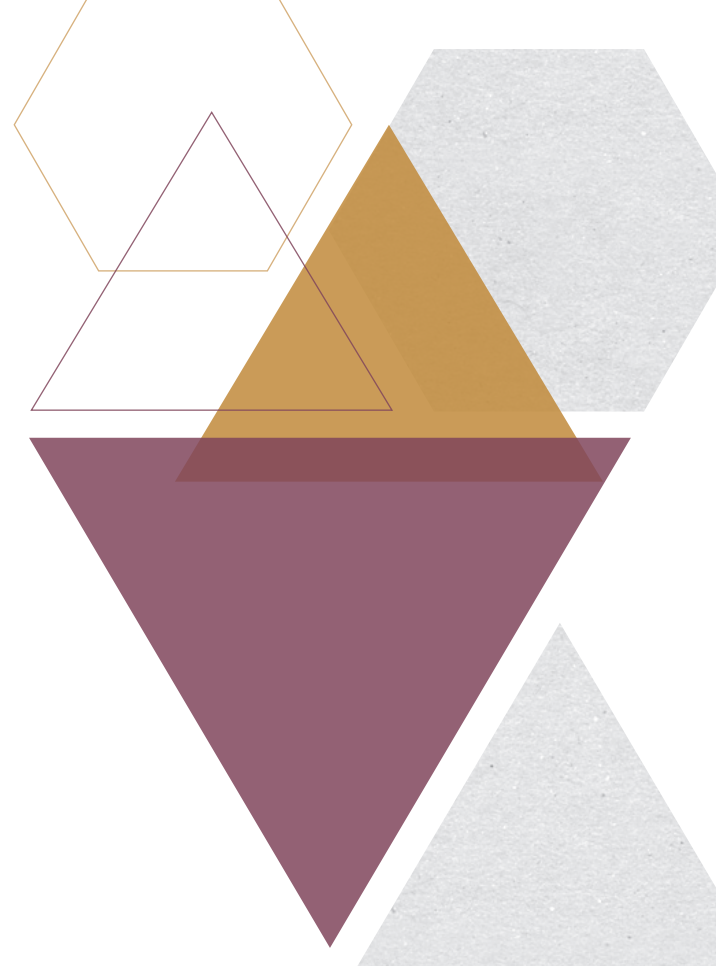
loss of concentration, boredom and reduced learning. The amount of time spent in teacher-dominated talk mode will depend on factors such as how much the students know, the stage of the lesson, the time of day and what is being taught. A useful guideline is a limit of 30% of a lesson, and no more than 10 minutes at one time.

			TTT% : STT%						
			Teacher's Role	100 : 0	80 : 20	60 : 40	50 : 50	20 : 80	0 : 100
Traditional	Teacher as Director	Teacher-centred	Transmitter	Presents their knowledge / expertise Students passive					
			Controller		Controls learning outcomes, activities and environment				
Progressive	Teacher as Facilitator / Mediator	Student-centred	Organiser			Plans engaging activities, demonstrates, allows students to initiate			
			Participant				Allows independence; may participate as an equal partner in the learning		
Transformative	Teacher as Facilitator / Mediator	Student-centred	Facilitator					Prompts deeper learning, acts as a resource for experience, perspective and extended knowledge	
			Observer						Reflects on student engagement, skills, limitations and guides extension

Formula for analysis of in-class observation

TTT as a percentage of total lesson time:

STT (individual or group) as a percentage of total lesson time:



About this resource

This work was supported through the Ako Aotearoa National Project Fund 2012. This resource is one of eight developed as a result of the study by Honeyfield et al (2016). *Research Report: Professional Development Decision-making to Support Under-25 Student Success*. These resources, the research report and a literature review can be downloaded at www.ako.aotearoa.ac.nz/projects/professional-development-improve-outcomes-under-25-learners. The resources are also available for purchase at www.shop.ako.aotearoa.ac.nz.

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