

Resource Pack

# The Oracy for Employability Toolkit

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ROYAL HOLLOWAY UNIVERSITY OF LONDON

# The Oracy for Employability Toolkit

## Workshop Resources

### 1. The Oracy Framework

The Oracy Framework[1] includes the different skills that tell us what is meant by oracy. Use the Oracy Framework with students to demonstrate how these skills can be used in daily life, supporting them to communicate in different contexts. We recommend providing students with a copy of the Oracy Framework to refer to throughout the workshops.

### 2. Scaffolds for talk: Student Talk Tactics

The Student Talk Tactics are examples of 'talk moves' that can be made during a discussion. They include example scenarios for when students might use these moves and what they could say. Their voices matter, so encourage them to express their ideas in a way that feels most natural and authentic to them. These scaffolds for talk are optional to support discussions within the workshops.

### 3. Scaffolds for talk: Groupings

In work and in life students will need to speak with different audiences - some will be familiar, and others will be unfamiliar. Encouraging students to engage with a range of audiences regularly improves their confidence over time. Audiences can be as little as one person, or as large as a room full of people. Throughout the workshop series, students will encounter a range of groupings.

### 4. The Listening Wheel

The Listening Wheel exists to spark dialogue about listening. Use it to help students identify skills and expectations for different listening contexts, develop metacognitive awareness, and give feedback to strengthen and refine their listening skills.

### 5. Identifying oracy skills

Use this template to teach and appraise oracy explicitly. You could invite students to decide which skills to focus on within each workshop, and use this resource as a springboard to appraise oracy explicitly, perhaps through self-reflections or peer feedback.

### 6. Harkness Group Discussion Tracker

This resource supports students to engage in a 'Harkness' discussion: a type of discussion in which students are encouraged to explore each other's ideas and build their understanding together[2]. This type of discussion is typically expected of students in higher education, but it also applies to the workplace.

The tracker can be as simple or as complicated as you like. The example resource in this pack is for a discussion with six people, but when first starting out, we encourage you to reduce this group size - less is more! The tracker can be used by both teachers and students to monitor and appraise oracy explicitly.

### 7. Harkness Group Discussion Stimulus

Every rich discussion starts with an authentic stimulus for talk. This resource could be used to spark dialogue with your students. The overarching Talking Point explores the link between education and employability, and the enquiry questions below are there to stimulate deeper thinking and encourage students to initiate conversations with each other.

### 8. Workshop reflection

After exploring each workshop, encourage your students to reflect on the content within the workshop as well as the specific oracy skills they have developed. Help students make links between the skills they have developed and why this matters in work and in life.

### 9. Certificate of Achievement

1. Mercer, N., Warwick, P. and Ahmed, A. (2017). 'An Oracy Assessment Toolkit: Linking Research and Development in the Assessment of Students' Spoken Language Skills at Age 11-12', Learning and Instruction, 48, pp. 51-60.

2. Williams, Guy J. *Harkness Learning: Principles of a Radical American Pedagogy*. Philosophy and Religion, Wellington College.

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# The Oracy Framework

Oracy Cambridge

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## Physical

**Voice**

- Pace of speech
- Tonal variation
- Clarity of pronunciation
- Voice projection

**Body language**

- Gesture & posture
- Facial expression & eye contact

## Linguistic

**Vocabulary**

- Appropriate vocabulary choice

**Language**

- Register
- Grammar

**Rhetorical techniques**

- Rhetorical techniques such as metaphor, humour, irony & mimicry

## Cognitive

**Content**

- Choice of content to convey meaning & intention
- Building on the views of others

**Structure**

- Structure & organisation of talk

**Clarifying & summarising**

- Seeking information & clarification through questioning
- Summarising

**Self-regulation**

- Maintaining focus on task
- Time management

**Reasoning**

- Giving reasons to support views
- Critically examining ideas & views expressed

## Social & Emotional

**Working with others**

- Guiding or managing interactions
- Turn-taking

**Listening & responding**

- Listening actively & responding appropriately

**Confidence in speaking**

- Self assurance
- Liveliness & flair

**Audience awareness**

- Taking account of level of understanding of the audience

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# Student Talk Tactics

## Instigate



**Present an idea or start a new line of inquiry.**

*You might instigate when…* you suggest an idea in a work meeting, or encourage friends to talk about something different by asking a question.

*Instigating might sound like…*

- “ I think / wonder ____
- “ What do you think about ____ ?

Instigate

## Build



**Develop, add to or elaborate on an idea.**

*You might build when…* you want to relate to what a friend has said and you want to add your thoughts, or you agree with a colleague and want to extend the idea further.

*Building might sound like…*

- “ Yes, and building on X’s idea ____
- “ X’s idea made me think _____

Build

## Challenge



**Disagree or present an alternative argument**

*You might challenge when…*you disagree with a colleague’s opinion, or your friend says something that doesn’t align with your views.

*Challenging might sound like…*

- “ I disagree because ____
- “ I understand your point of view, but what about ___?

Challenge

## Clarify



**Asking questions to make things clearer and check your understanding**

*You might clarify when…* you’re at an interview and you don’t understand a question, or you want to check that you have understood the question to answer it effectively.

*Clarifying might sound like…*

- “ So are you saying ____?
- “ Can you clarify what you mean by ____?

Clarify

## Probe



**Dig deeper, ask for evidence or justification of ideas**

*You might probe when…*you want to know more about what a colleague has said, or they haven’t given enough detail to help you to understand their perspective.

*Probing might sound like…*

- “ Why do you think ___?
- “ Could you provide an example?

Probe

## Summarise



**Identify and recap the main ideas**

*You might summarise when…* you want to keep a discussion from being derailed, or you are reminding others about what was discussed.

*Summarising might sound like…*

- “ So far we have talked about ____
- “ The main points discussed today were ____

Summarise

# Teacher Talk Tactics

## Instigate

**Present an idea or open up a new line of inquiry**

- Let's start the discussion by ____
- Has anyone considered ____
- Let's think about ____

**Invite:**
- Who would like to begin our discussion?
- Does anyone have another idea?
- Would anybody like to share a different point?

## Probe

**Dig deeper, ask for evidence or justification of ideas**

- Why do you think ____?
- Could you provide an example of ____?
- How do you know that?

**Invite:**
- Would anyone like to probe what X said?
- Who would like to ask a probing question?
- Does this remind you of anything we've learned before?

## Challenge

**Disagree or present an alternative argument**

- Have you considered ____?
- You mentioned X but what about ____?
- What if ____?

**Invite:**
- Would anybody like to challenge X's idea?
- Does anybody have a counter argument?
- Who disagrees with that point?

## Clarify

**Asking questions to make things clearer and check your understanding**

- So are you saying ____?
- Let me get this right, what you're saying is ____?
- Can you clarify what you mean by ____?

**Invite:**
- Could anybody clarify what X is saying?
- Would anybody like to ask a clarifying question?
- Could I just check your understanding?

## Summarise

**Identify and recap the main ideas**

- So far we have talked about ____
- The main points raised today were ____
- To summarise X's idea?

**Invite:**
- Could anybody summarise the main points so far?
- Could you summarise what X is saying?
- Who can recap the main ideas?

## Build

**Develop, add to or elaborate on an idea**

- Building on X's idea ____
- X's idea made me think ____
- To develop X's idea ____

**Invite:**
- Would anybody like to build on X's idea?
- Could you tell me more about...?
- Who can tell me why they might agree with X?

### Additional moves*

## Model

**Articulate the thought processes underpinning talk**

- I'm not sure I agree with that so I'm going to challenge X's idea ____
- I am going to clarify X's point to check I've understood correctly ____
- It would be a good idea to summarise the points so far to help us move forward ____
- I am going to refer to X to provide evidence for my point ____

## Mark

**Highlight an important idea or type of contribution**

- That's an important point.
- Did everyone hear what X just said? How does that help move us on?
- Did you notice how X just probed X's idea?
- What did X say to challenge X's idea politely?

* The additional teacher tactics are inspired by the 'Teacher Moves in Group Discussion' as set out in the Accountable Talk Sourcebook (Michaels et al., 2016)

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# Scaffolds for talk: Groupings



## Nest

This icon means you will be thinking about your ideas alone, and rehearsing them.



## Pair

This icon means you will be speaking with a partner



## Trio

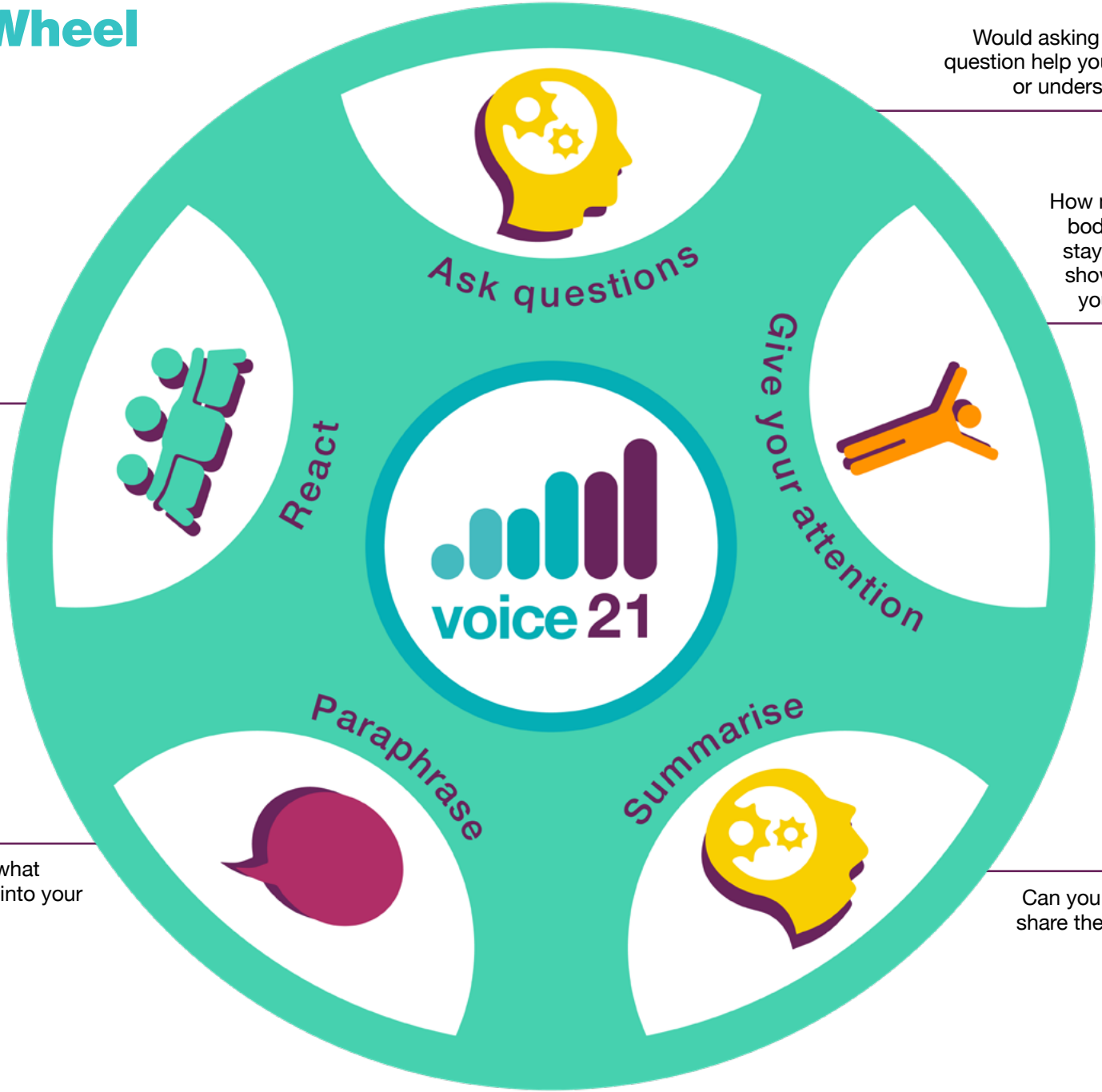
This icon means you will be speaking with two other peers



## Circle

This icon means you will be sharing ideas with the wider group

# The Listening Wheel




Would asking a thoughtful question help you learn more or understand better?

How might you use body language to stay engaged and show the speaker you're listening?

Can you pull out and share the key points?

Can you put what you've heard into your own words?

What is an appropriate way of acknowledging what's been said? How could you use words or adjust your body language to do this?

# Identifying oracy skills



Physical



Linguistic

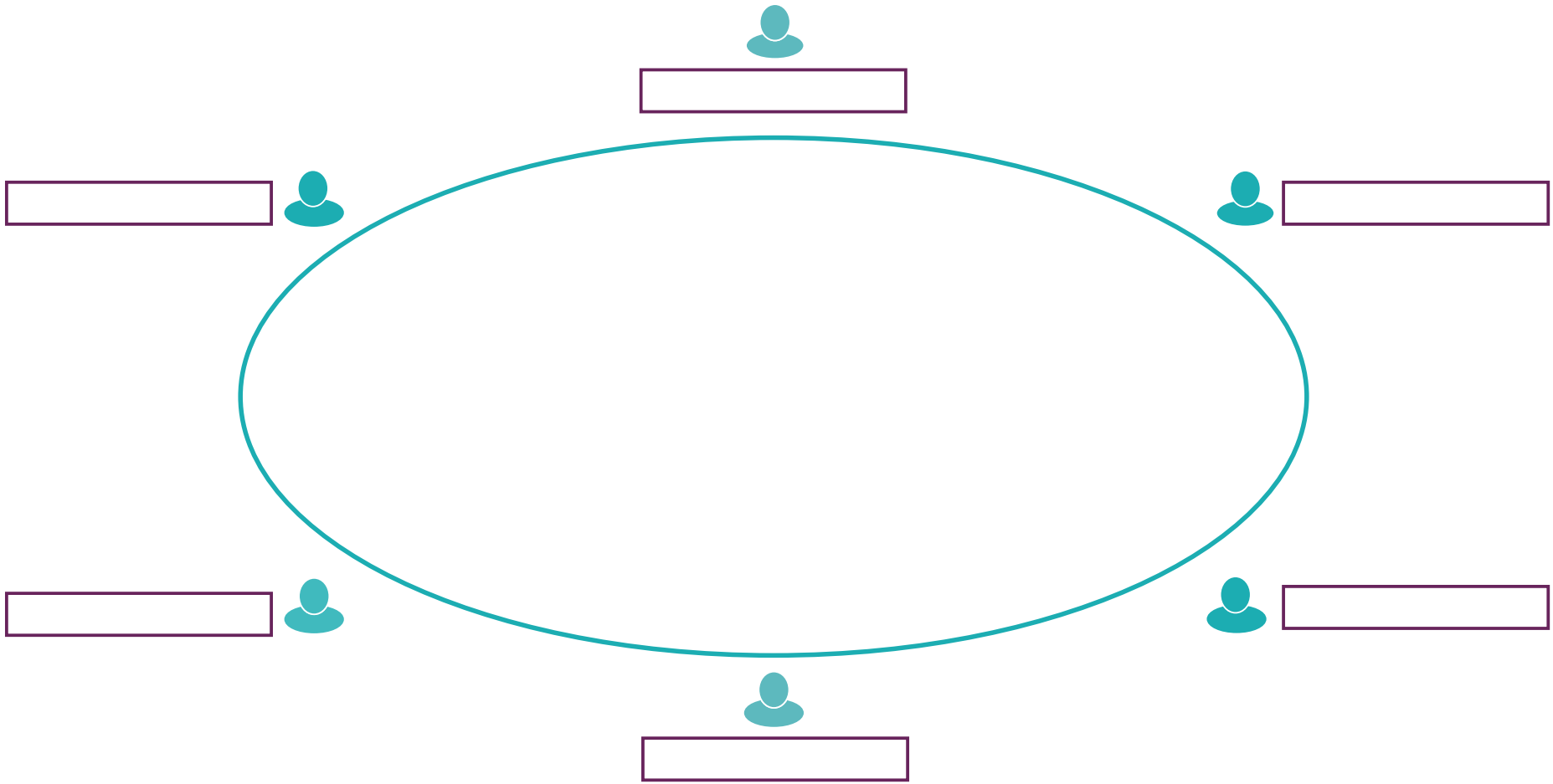


Cognitive



Social & Emotional

# Harkness Group Discussion Tracker



## Observer's key:

| | |
|---|---|
| E | Refers to a source as evidence to build on the discussion |
| ? | Asks a probing, clarifying or challenging question |
| ⟳ | Summarises the discussion so far |
| I | Instigates a new line of inquiry |
| + | Makes connections by building on ideas |
| □ | _____ |

# Harkness Group Discussion Stimulus

## Group Discussion – Oracy for Employability

**"The purpose of education is not to prepare students for exams, but to prepare them for life."**

What do you think about this statement? Do you agree or disagree with it? Why?

Below are a few reflection prompts to support your thinking. Note down your thoughts and opinions – you can refer to these during the group discussion.

- What do you think "preparing for life" means?
- Do exams measure everything that matters in education?
- Should schools focus more on employability and life skills rather than academic achievement?
- What kinds of skills or knowledge do you think schools and colleages should teach more of? Some ideas might include: communication, financial literacy, mental health, or empathy
- How might technology change what "preparing for life" means?

**Discussion notes:**

# Workshop reflection

## Participating Voices

*Key takeaways*

*Oracy skills I developed*

## Stories of Self

*Key takeaways*

*Oracy skills I developed*

## Group Discussion

*Key takeaways*

*Oracy skills I developed*

# Oracy skills – student reflections

✓ **Which oracy skills have you developed? What are you most proud of?**

**Which skills do you feel you need more practice with? How could you improve these skills?**



✓



✓



✓



✓

# Oracy skills – tutor reflections

✓ **Which oracy skills have they developed? What changes in the student have you noticed?**

**Which skills do you feel they need more practice with? How could they improve in these areas?**



✓





✓





✓





✓



# Certificate of achievement

**This is to certify that**

_____

**has successfully completed the**
***Oracy for Employability* skills workshop series**

_____ _____

**Date completed** **Tutor signature**