

Using Discussion Protocols to Promote Oracy in the Classroom

	Cambridge learners	Cambridge teachers
Confident	Confident in working with information and ideas – their own and those of others. Cambridge learners are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.	Confident in teaching their subject and engaging each student in learning. Cambridge teachers know their subject well and know how to teach it. They seek to understand their students and their educational needs. They strive to communicate a love of learning and to encourage students to engage actively in their own learning.
Responsible	Responsible for themselves, responsive to and respectful of others. Cambridge learners take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.	Responsible for themselves, responsive to and respectful of others. Cambridge teachers are highly professional in their approach to teaching, and they are collaborative and supportive. They understand that their actions will help shape future generations and they are concerned about the holistic development of every individual they teach.
Reflective	Reflective as learners, developing their ability to learn. Cambridge learners understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be life-long learners.	Reflective as learners themselves, developing their practice. Cambridge teachers are themselves learners, seeking to build on and develop their knowledge and skills through a virtuous circle of reflection on practice – involving research, evaluation and adaptation. They support students to become independent and reflective learners.
Innovative	Innovative and equipped for new and future challenges. Cambridge learners welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking	Innovative and equipped for new and future challenges. Cambridge teachers are creative, experimenting with new ideas and pursuing an enquiring approach in their teaching. They are open to new challenges, being resourceful, imaginative, and flexible. They are always ready to learn and apply new skills and techniques.
Engaged	Innovative and equipped for new and future challenges. Cambridge teachers are creative, experimenting with new ideas and pursuing an enquiring approach in their teaching. They are open to new challenges, being resourceful, imaginative, and flexible. They are always ready to learn and apply new skills and techniques.	Engaged intellectually, professionally and socially, ready to make a difference. Cambridge teachers are passionate about learning within and beyond the classroom, sharing their knowledge and skills with teachers in the wider educational community.

Links to Discussion Protocols

<https://bit.ly/QUACK2DISCUSSIONPROTOCOL>

<https://bit.ly/swotanalysis2023>

<https://bit.ly/makingmeaning2023>

<https://bit.ly/tuningprotocol2023>

<https://bit.ly/fouras2023>

<https://bit.ly/datadrivendialogue2023>

<https://bit.ly/hopesandfears2023>

<https://bit.ly/thefinalword2023>

<https://bit.ly/microlabs2023>

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