

a project by

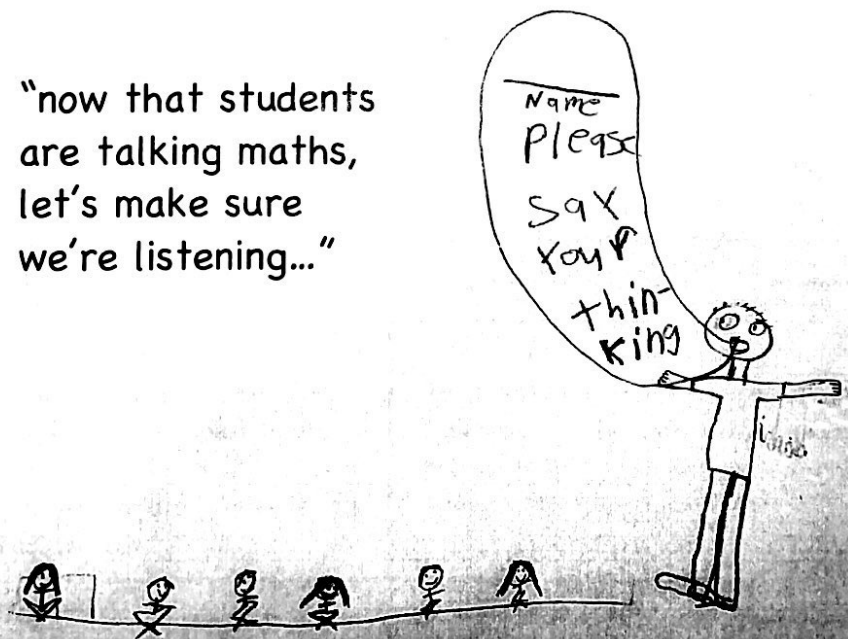
PLUSS-Mathematics

advancing teacher listening in educational research, policy & practice

GROWING YOUR LISTENING PRACTICE TO SUPPORT STUDENTS' LEARNING

A professional development tool for teachers & school leaders
to support teacher listening during mathematical discussion
— and beyond.

"now that students
are talking maths,
let's make sure
we're listening..."



PEDAGOGICAL LISTENING FRAMEWORK

EMPATHIC LISTENING

FOCUS

Listening to and for the *learner's own understandings, feelings and perspective* around an idea or situation, while actively setting aside one's own interests, needs, perspectives, and judgements.

INTENT

To be open to the learner and understand things *from the learner's perspective* in order to best understand the learner and meet his or her needs.

SUPPORTIVE LISTENING

FOCUS

Listening to and for *how learners are listening to each other*, and considering and building on each other's perspectives.

INTENT

To discover and create opportunities to support learners to listen to one another, to consider other's ideas, and to learn from perspectives other than their own.

EDUCATIVE LISTENING

FOCUS

Listening to and for a *learner's (or learners') struggles* (e.g. as confusion or error) with a challenging idea or interaction.

INTENT

To discover whether the struggle is *productive* (i.e. leading to student self-reflection and action towards understanding) or *destructive* (i.e. under- or overwhelming), in order to know how best to modify the challenge for productive struggle.

SELF-REFLECTIVE LISTENING

FOCUS

Listening to and for *unexpected learner responses* (i.e. questions or ideas) to the topic and reflecting on how these responses may challenge one's own values, ideas or views of learners.

INTENT

To determine whether, how, and how much to modify one's own thinking, values and/or practices to better support learners' learning processes.

GENERATIVE LISTENING

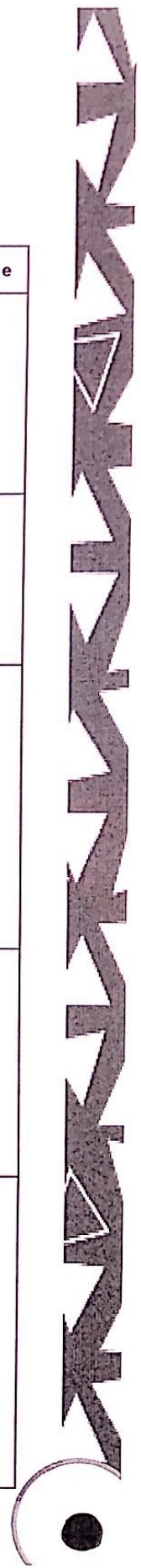
FOCUS

Listening to and for how *learners' ideas* can contribute to generating new educational opportunities and goals.

INTENT

To discover and create opportunities for learners' ideas to generate new, unforeseen, directions for learning as teacher & learners become co-participants in the learning situation's development.

Possible responses and sentence starters	Pedagogical Listening Type
<ul style="list-style-type: none"> • I am hearing you say _____. Am I understanding you? • I think I understand, what I would like to offer you is _____, would that be helpful? • I can see you're thinking through this problem. Let's look together, so I can see where you are coming from? 	Empathic
<ul style="list-style-type: none"> • Let's listen to _____ tell us about his idea. • You're building on _____'s idea. That is what mathematicians do. • Let's think about _____'s answer. What questions do we have for her? 	Supportive
<ul style="list-style-type: none"> • I'm curious, can you tell me about how your thinking this through? • Think of a real life example where you might use this, what do you know that could help you? • I appreciate the way you are sticking with this problem, you're showing great perseverance. What were you thinking about before you got stuck.... and what are you starting to think about now? 	Educative
<ul style="list-style-type: none"> • Tell me more. You are really challenging me to think about this in an important new way. • Wow, you're seeing something I did not see. This insight is important, let's talk together about what it means. • Great point, I am really learning from you... I need a moment to think about what you're telling me. 	Self-reflective
<ul style="list-style-type: none"> • I'm curious about the ideas that are emerging in this conversation, let's discuss them further as a group before we move on ... • These are important new understandings. What could we create to explore these ideas further? • Class, building on your observations from how you use and see maths at home, write down some things you would like to learn more about, then we will discuss these, and decide together which ones we should include in our lessons... 	Generative



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