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Welcome

Dear Teachers,

It gives me great pleasure to introduce the 2019 Oracy Teacher Award Handbook.

This award, now in its second year, aims to recognize the work of teachers from all over the country in the field of Oracy. Open to ESU Chile member and non-member schools, we want to raise awareness of those teachers who understand the importance of oracy and dedicate their work to helping their students develop these skills in the classroom.

At ESU Chile, we firmly believe in the importance of developing effective communication skills and critical thinking among students. We are an international, not-for-profit organization that works with schools to boost their students' confidence and oracy skills in the English Language.

The aim of this handbook is to provide guidance to teachers who would like to put themselves forward for this award. It should serve as a tool to guide teachers throughout the entire process of applying for the award and contains a comprehensive overview of the award's deadlines and application process, as well as the rubric that will be used by the adjudicators to determine this year's winner.

I would like to take this opportunity to thank the Association of British Schools in Chile for their continued support and for recognizing the importance of oracy in the classroom. I would also like to thank our sponsors and ESU Chile's volunteers, who always play a key role in our activities.

Kind regards,

Jonathan Callund
Chairman
The English-Speaking Union Chile



2018 Oracy Teacher Award winner, Cindy Cifuentes, receives her award from HRH The Princess Royal.

General Overview

The English-Speaking Union Chile is a not-for-profit organization that helps young people discover their voice in English. As an organization that promotes oracy, we work to provide students with the skills and confidence they need to articulate their ideas and share them with others.

What is Oracy?

The term oracy was coined by Andrew Wilkinson in 1965 and has since been developed by Cambridge University researchers, as well as several organizations, such as Voice 21 and the English-Speaking Union.

Put simply, oracy is to speaking what numeracy is to mathematics, or literacy is to reading and writing. In short, it is nothing more than being able to express yourself well. It's the ability to develop your listening and speaking skills, structuring your thoughts so that they make sense to others.

To find out more about Oracy, go [here](#). We also recommend watching [this short video](#).

Through this award, we look to recognize teachers who are aware of the importance of developing these skills among their students and have found innovative and effective ways to introduce oracy into their classroom.

The Award

The International Oracy Teacher Award (IOTA) recognizes educational excellence and outreach in the field of Oracy across the diverse ESU global network and seeks to help recipients further the impact and awareness of their work in the field.

As a precursor to the IOTA, the English-Speaking Union Chile has developed the Oracy Teacher Award (OTA). The aim of this award is to recognize, encourage and develop the work of teachers in Chile who are generating social impact through the advancement of English Oracy skills among their students.

Furthermore, the award also looks to discover and promote best practices in the field of Oracy, whether that's setting up a successful debate club, using discussion as a tool for teaching other subjects, or adopting interesting and innovative methods to help students improve their communication skills.

The finalists of the OTA will be put forward for the international award by ESU Chile, where they will have the chance to win up to £2,000 to further increase the impact of their work. Check out the winners of the 2018 IOTA [here](#).

Rules and Application Process

Registration & Deadlines

The deadline for submitting applications is on September 8th. The finalists will then be announced in September.

To register for the competition, applicants must submit their application by following the steps described below.

Eligibility:

Applicants must be in-service teachers who teach children that are in compulsory schooling or are between the ages of five and eighteen. The award is open to teachers in any kind of school. Applicants can come from any school in Chile, whether it is an ESU member school or not.

First Stage of the Application Process:

The process starts with the submission of applications. Interested teachers must complete a form describing three practices that they have implemented in their classroom, providing as much detail as possible.

The application form can be found [here](#).

These practices need not take the form of a lesson plan. However, applicants should take into consideration the following points:

1. Applicants should describe each of the practices in as much detail as possible.

2. Applicants should provide anecdotal evidence of the results and impact of each practice.
3. The practices should focus on how the teacher specifically aims to develop their students' Oracy skills.

A panel of judges will review the submitted applications and will select those advancing to the second stage of the process. The results of this first stage will be announced in September.

To further understand the selection process, please review the criteria and marking scheme below.

Second Stage of the Application Process:

The next stage in the process involves submitting a personal statement and scheduling an interview with a member of ESU Chile.

The Interview:

During this stage, a panel of experts from ESU Chile will conduct an in-depth interview with each of the finalists.

This interview will aim to cover the judging criteria described below, as well as giving the panel a better overall understanding of the finalist's work in the field of Oracy.

Personal Statement:

All finalists will be required to complete a *personal statement*.

This personal statement should be between 1,000 and 1,500 words in length and should include details of the applicant's reasons for applying, their professional history in the field (including examples) and how they would hope to further develop their skills if they were to win the award.

As further guidance, the personal statement should cover each of the points in the judging criteria.

Candidates should also describe the anticipated impact of the award on the wider community in which they work. Relevant pictures and/or video footage may be included to support the application.

Note that this personal statement will also be included in the application for the International Oracy Teacher Award.

A panel of expert adjudicators will review the information collected and will choose the winner of the 2019 Oracy Teacher Award based on the judging criteria described below.

The results of the Award will be announced in **November**.

Prize

The winner of the Oracy Teacher Award will receive recognition from ESU Chile and will be nominated to represent Chile in the 2019 ESU International Oracy Teacher Award, where participants will have the chance to win up to £2,000 to support their work in oracy.

In addition to this, the best practices from the ESU Chile Oracy Teacher Award will be shared and promoted among schools from across the country.

Report & Workshop

The winner of the ESU Chile Oracy Teacher Award will be required to deliver a workshop on the subject.

Should a candidate from ESU Chile win the International Oracy Teacher Award, they will also be required to submit a report explaining how they used the prize money, what they learnt from the experience and how their own practice has developed as a consequence.

Guidance for Adjudicators

General Overview

The adjudication panel for the Oracy Teacher Award represents a wide range of professional backgrounds, including experts in education, communication and training.

General criteria and specific guidelines for the award, as well as a rubric, are set out below for both stages of the competition. A scale for understanding the scores is also provided.

Adjudicators should not feel constrained by their initial allocation of marks. Adjudication is an inherently subjective pursuit, which cannot be reduced to a purely mathematical process. It requires careful consideration of the discrete categories within the marking scheme, coupled with an ability to balance the strengths and weaknesses of different applicants in different areas.

The rubric is designed to assist adjudicators when assessing a candidate's application and should be used in conjunction with the scale for understanding the scores.

First stage of the competition: Application Assessment

Criteria

During the first stage of the competition, interested teachers submit an application form in which they describe three practices that they have implemented in their classroom, providing as much detail as possible.

When assessing candidates' applications, adjudicators should be mindful of the following judging criteria:

- ☐ Seeking to find a relationship between the applicant's practice and Oracy.
- ☐ Employing effective, innovative practices, which are inspiring to students.
- ☐ Seeking to develop the confidence of students to use spoken English as a way to explore and share their developing views and opinions.
- ☐ Seeking to use the development of English oracy skills to develop students' awareness and willingness to take positive action with regard to global and local social issues.

Rubric:

Adjudicators should refer to the following rubric when assessing the overall strength of a candidate’s application.

Criteria	Outstanding	Meets criteria	Partially meets criteria	Does not meet criteria	Marks
An understanding of the importance of oracy skills and applying this to their practice	The teacher’s practices show a solid understanding of the importance of oracy and the underpinning research. These practices place oracy at their center and explicitly develop the students’ oracy skills (i.e. learning to talk) as well as allowing them to explore other areas of the curriculum (i.e. learning through talk).	The teacher’s practices show some understanding of oracy and the underpinning research. Oracy plays an important but not central role in these practices. The practices explicitly develop the students’ oracy skills <u>or</u> use these to explore other areas of the curriculum.	The teacher’s practices show little understanding of oracy and the underpinning research. However, oracy still plays an important role in them. The students’ oracy skills are practiced but not explicitly developed and/or used to explore other areas of the curriculum.	The teacher’s practices show little understanding of oracy and oracy does not play a central role in said practices. The students have little or no opportunity to practice or develop their oracy skills.	35
Employing effective, innovative practices, which are inspiring to students	The teacher’s practices show signs of critical engagement with recent developments and best practice in the field of oracy and a willingness to apply new ideas and approaches in the classroom so as to have a positive impact on their students’ oracy skills. The practices clearly motivate and inspire their students to further develop these skills.	The teacher shows a willingness to apply new ideas and approaches in the classroom so as to have a positive impact on their students’ oracy skills. The practices seem to motivate their students to further develop these skills.	The teacher shows a willingness to apply new ideas and approaches in the classroom so as to have a positive impact on their students’ oracy skills. However, the practices do not seem to motivate their students to further develop these skills. Or The teacher does not show a willingness to try new ideas or approaches in the classroom. Nevertheless, their practices still seem to motivate their students to further develop their oracy skills.	The teacher does not show a willingness to try new ideas or approaches in the classroom and the practices seem to fail to motivate their students to further develop their oracy skills.	35
Seeking to develop the confidence of students to use spoken English as a way to explore and share their developing views and opinions	The teacher’s practices actively encourage the students to question and develop their own views and opinions, as well as the views and opinions of their classmates. The practices also focus explicitly on developing the students’ critical thinking and argumentation skills.	The teacher’s practices encourage the students to develop their own views and opinions, as well as to question the views and opinions of their classmates. However, they do not focus explicitly on developing the students’ critical thinking and argumentation skills.	Although the teacher’s practices allow the students to express their own views and opinions, they are not encouraged to question or develop these any further.	The teacher’s practices do not allow or encourage the students to express or develop their own views or opinions.	15
Seeking to use the development of English oracy skills to develop students’ awareness and willingness to take positive action with regard to global and local social issues	The teacher’s practices actively look to develop the students’ awareness of local and world issues through oracy and encourage them to take concrete action.	The teacher’s practices look to develop the students’ awareness of local and world issues through oracy and encourages them to think about possible action they could take.	The teacher’s practices encourage the students to talk about or engage with local or world issues. However, this is not always done through oracy and/or at no stage are they encouraged to think about or take any concrete action.	The teacher’s practices do not encourage the students to talk about or engage with local or world issues.	15



Scores

Outstanding - 80-100 marks

The candidate demonstrates a solid understanding of oracy and ensures that talk is at the center of their teaching practice. They encourage their students to engage critically with topics in class and provide them with the tools they need to think critically, build arguments and develop as confident users of spoken English.

Good - 50-80 marks

The candidate demonstrates a good understanding of oracy, with listening and speaking playing an important role in their classroom. The teacher often invites their students to engage critically with topics in class and express themselves through spoken English. However, these skills are not always developed explicitly by the teacher.

Average - 25-50 marks

The candidate demonstrates some understanding of oracy and attempts to focus on developing these skills in the classroom. However, their teaching practices often limit the extent to which this can be achieved. While speaking and listening play a role in their practices, these skills are rarely developed in any great depth.

Below Average - 0-25 marks

The candidate demonstrates little understanding of oracy, which is reflected in their practices. These tend to give the students little opportunity to develop their speaking and listening skills, with little or no room to engage critically with issues.

Second stage of the competition: Application Assessment

Criteria

At every stage of the competition, adjudicators should be mindful of the following judging criteria. Specific descriptors for the criteria are also included in the rubric, below.

- ☐ **An understanding of the importance of oracy skills and applying this to their practice** - Does the teacher demonstrate an in-depth understanding of oracy and its importance in today's classroom? Does oracy play a central role in the teacher's practices? Does the teacher spend time explicitly developing their students' oracy skills? How much time does the teacher dedicate to developing their students' oracy skills? Does the teacher use oracy as a way to cover different areas of the curriculum?
- ☐ **Employing effective, innovative practices, which are inspiring to students** - Does the teacher spend time researching best practices in the field of oracy? Do they work with colleagues to develop new ideas and approaches that will help develop their students' oracy skills? Does the teacher provide evidence of how their students are motivated or inspired by their practices? Do they use a range of strategies in order to find the best approach for their students?
- ☐ **In the case of 'English as an additional language learners', seeking to ensure that the development of oracy skills is given at least equal importance to literacy skills in the learning of the language** - How much time does the teacher dedicate to oracy and literacy skills during a typical week? Does the teacher have specific slots in their timetable dedicated to oracy? What weighting is given to in the students' final grades? How does the teacher determine how and when to focus on oracy over literacy in the classroom?
- ☐ **Seeking to empower students from less advantaged backgrounds through their development as confident users of spoken English** - Does the teacher engage in activities in order to help children from less advantaged backgrounds develop their speaking skills? Does the teacher provide examples of how their work has impacted students from less advantaged backgrounds?
- ☐ **Seeking to develop the confidence of students to use spoken English as a way to explore and share their developing views and opinions** - Does the teacher work specifically on developing their students' critical thinking and argumentation skills? Do students in their class have the opportunity to share their opinions and question the opinions of others? Are students in their class given the opportunity to defend their views and opinions?
- ☐ **Seeking to use the development of English oracy skills to develop students' awareness and willingness to take positive action with regard to global and local social issues** - Does the teacher use oracy to have students reflect on and engage with important issues? What sort of role do current affairs play in the teacher's classroom? Are the students encouraged to take action on such issues? Does the teacher provide examples of the actions taken by their students and their impact?

Rubric:

Adjudicators should refer to the following rubric when assessing the overall strength of a candidate's application, personal statement and interview report.

Criteria	Outstanding	Meets criteria	Partially meets criteria	Does not meet criteria	Marks
<i>An understanding of the importance of oracy skills and applying this to their practice</i>	The teacher shows a solid understanding of the importance of oracy and the underpinning research. The teacher places oracy at the center of their teaching practice. Their work in the classroom explicitly develops their students' oracy skills (i.e. learning to talk) as well as allowing them to explore other areas of the curriculum (i.e. learning through talk).	The teacher shows some understanding of oracy and the underpinning research. Oracy plays an important but not central role in their teaching practice. Their students' oracy skills are explicitly developed in the classroom or used to explore other areas of the curriculum.	The teacher shows little understanding of oracy and the underpinning research. However, oracy still plays an important role in their teaching practice. The students' oracy skills are practiced but not explicitly developed and/or used to explore other areas of the curriculum.	The teacher shows little understanding of oracy and oracy is not obviously present in their teaching practice. Their students have little or no opportunity to practice or develop their oracy skills.	30
<i>Employing effective, innovative practices, which are inspiring to students</i>	The teacher critically engages with recent developments and best practice in the field of oracy and applies new ideas and approaches in the classroom so as to have a positive impact on their students' oracy skills. Their teaching practice clearly motivates and inspires their students to further develop these skills.	The teacher applies new ideas and approaches in the classroom so as to have a positive impact on their students' oracy skills. Their teaching practice motivates their students to further develop these skills.	The teacher applies new ideas and approaches in the classroom so as to have a positive impact on their students' oracy skills. However, their practice does not seem to motivate their students to further develop these skills. Or The teacher does not try new ideas or approaches in the classroom. Nevertheless, their teaching practice still motivates their students to further develop their oracy skills.	The teacher does not try new ideas or approaches in the classroom and their teaching practice fails to motivate their students to further develop their oracy skills.	30
<i>In the case of 'English as an additional language learners', seeking to ensure that the development of oracy skills is given at least equal importance to literacy skills in the learning of the language</i>	The teacher ensures that as much time as possible is focused on developing their students' oracy skills. Whenever a learning objective can be met through oracy, the teacher chooses to do so. The teacher also dedicates specific times in their timetable to developing oracy.	The teacher ensures that their time in the classroom is split evenly between developing their students' oracy and literacy skills by dedicating specific times in their timetable to oracy.	The teacher tries to split their time evenly between developing their students' oracy and literacy skills. However, they do not dedicate specific times in their timetable to oracy.	The teacher does not split their time evenly between developing their students' oracy and literacy skills. Instead, they focus more of their time on developing their students' literacy skills.	10
<i>Seeking to empower students from less advantaged backgrounds through their development as confident users of spoken English</i>	The teacher makes a significant effort to reach students from less advantaged backgrounds and help develop them as confident speakers of English. This involves going beyond their own school in order to take their work with oracy to students from other backgrounds.	The teacher makes some effort to reach students from less advantaged backgrounds and help develop them as confident speakers of English. This may or may not involve students from their own school.	The teacher often works with students from less advantaged backgrounds. However, this work only sometimes focuses on developing their oracy skills in English. Or The teacher rarely works with students from less advantaged backgrounds in order to develop their oracy skills in English.	The teacher does not try to reach students from less advantaged backgrounds in order to develop them as confident speakers of English.	10
<i>Seeking to develop the confidence of students to use spoken English as a way to explore and share their developing views and opinions</i>	The teacher actively encourages their students to question and develop their own views and opinions, as well as the views and opinions of their classmates. The teacher also works explicitly on developing their students' critical thinking and argumentation skills.	The teacher encourages their students to develop their own views and opinions, as well as to question the views and opinions of their classmates. However, they do not work explicitly on developing their students' critical thinking and argumentation skills.	Although the teacher allows their students to express their own views and opinions, they are not encouraged to question or develop these any further.	The teacher does not allow or encourage their students to express or develop their own views or opinions.	10
<i>Seeking to use the development of English oracy skills to develop students' awareness and willingness to take positive action with regard to global and local social issues</i>	The teacher actively looks to develop their students' awareness of local and world issues through oracy and encourages them to take concrete action. The teacher dedicates specific times in their weekly timetable and/or projects to discussing local or world issues.	The teacher looks to develop their students' awareness of local and world issues through oracy and encourages them to think about possible action they could take. The teacher does not necessarily dedicate specific times in their weekly timetable and/or projects to discussing local or world issues.	The teacher encourages students to talk about or engage with local or world issues. However, this is not always done through oracy and/or at no stage are they encouraged to think about or take any concrete action.	The teacher does not encourage the students to talk about or engage with local or world issues.	/10



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