**Learning chat from observation 30/7/19**

Context – American clip and American context for the worksheet.

Kelston Boys context, victim-based literature. Conscious of the environment.

Building blocks – sentence starters, conceptual understanding needs to be slowly built on.

Approaching institutional racism is a high bar and that is neat.

Good engagement with individual racism.

Culturally grounded and able to use a that lens observing other forms of media.

Power sharing – building blocks

Structural thinking – four people. They could reciprocal reading. Jigsaw style learning. At least they have confidence in that one form.

TLE – Think, Learning, Engage. Not checking for understanding. Teacher might get something out of it. Lazy.

Do you agree with this? Is it right or garbage?

Urgency will get you far, go at their pace.

What is missing? Historical trauma.

Power sharing - one point. Getting kids up the front to teach stuff. Are the kids just replicating the European model?

Teacher at front empowers students who are currently succeeding in the framework.

Four kids – got some stuff to learn, how do we do it? Changing the plan, seems obvious.

Quality aspects – engaging with difficult questions, big topics, hard learning. How do I engage different types of voice in my learning? Responsive to their work. Emancipate.

To work on: Get building blocks established, multiple pathways for kids, choice in and of itself through the organic process of feedback/feedforward. One-to-one. Asking kids to draw out what’s in your head is disingenuous.

Monitoring questions.

Allowing them to put stuff on the wall.