



+ Her Voice Carries, image of Shalinda Bollar, Haverhill, MA
Artist: Sarah C. Rutherford

Welcome!

Welcome to the third Instructional Moves LIVE session:
Including More Student Voices in the Conversation!

During our class today, we will be moving around quite a bit. If this presents an access issue for you – or you would prefer to stay put – feel free to let others come to you. This will not impact their capacity to participate fully.

Assuming that you're up for moving around, we suggest you keep your belongings packed up. You will not need much during this session, so that should be easy! Feel free to grab a treat or coffee, though, as we will be simulating a café-like atmosphere today!

Welcome!

There are **gender neutral** and women's restrooms on **this floor**. There are men's and women's restrooms on the floor above us.

Welcome

What can you expect from today?

- Many of us will move around; if staying seated is better for your body, feel free to let others come to you.
- We will be talking to folx with different roles/experiences than our own, but we share a desire to think about equitable classroom practices. Today, our focus will be on **including a variety of viewpoints and voices in class conversations.**
- We will be talking about this, while I am modeling some of the strategies that I use to foster this type of classroom environment.

World Café™

<https://theworldcafe.com/#>

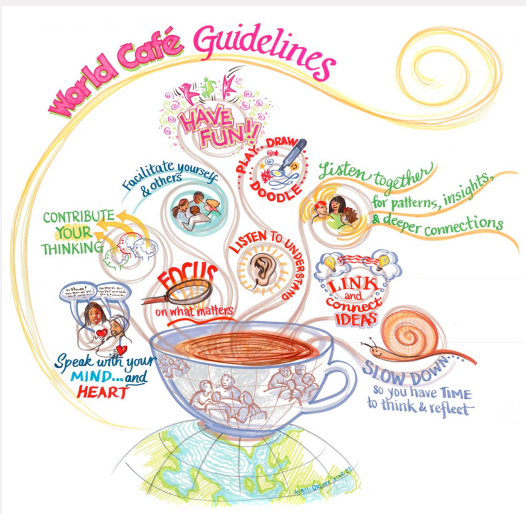


World Café™: Round 1

For this first round, we will stay at the tables where we are currently sitting.

At your table, please choose one person who will act as the HISTORIAN, writing or drawing notes from your conversation onto the tablecloth to capture some of the big ideas.

Think about a classroom where you felt comfortable and motivated to participate. Describe the space to the other members of your group.



A man with a beard, wearing a blue and white patterned short-sleeved shirt and a woven hat, is smiling broadly with his arms outstretched. The background is a solid blue color with white dashed topographic-style lines. A solid green line curves across the bottom right corner. A small purple plus sign is located to the right of the man's head.

Pick a Host!

World Café™: Round 2

Start by introducing yourselves and letting the host share big ideas from Round 1.

At your table, please choose a new person who will act as the HISTORIAN, writing or drawing notes from your conversation onto the tablecloth.



(a) What are some of the barriers to including more student voices in conversations?

(b) What helps to facilitate the inclusion of additional voices?

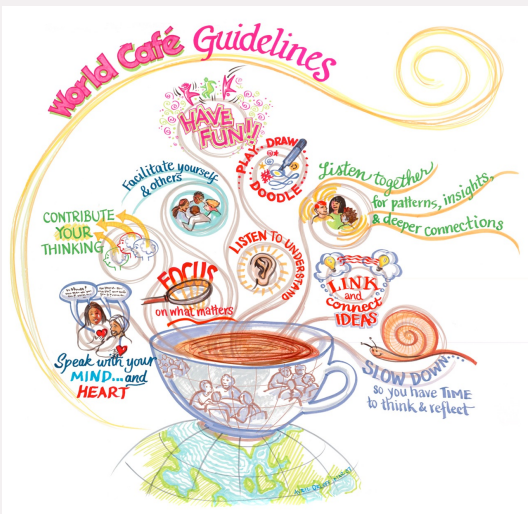
A man with a beard, wearing a blue and white patterned short-sleeved shirt and a woven hat, is smiling broadly with his arms outstretched. The background is a solid blue color with white dashed topographic contour lines. A small purple plus sign is visible on the right side of the image.

Pick a Host!

World Café™: Round 3

Start by introducing yourselves and letting the host share big ideas from Round 2.

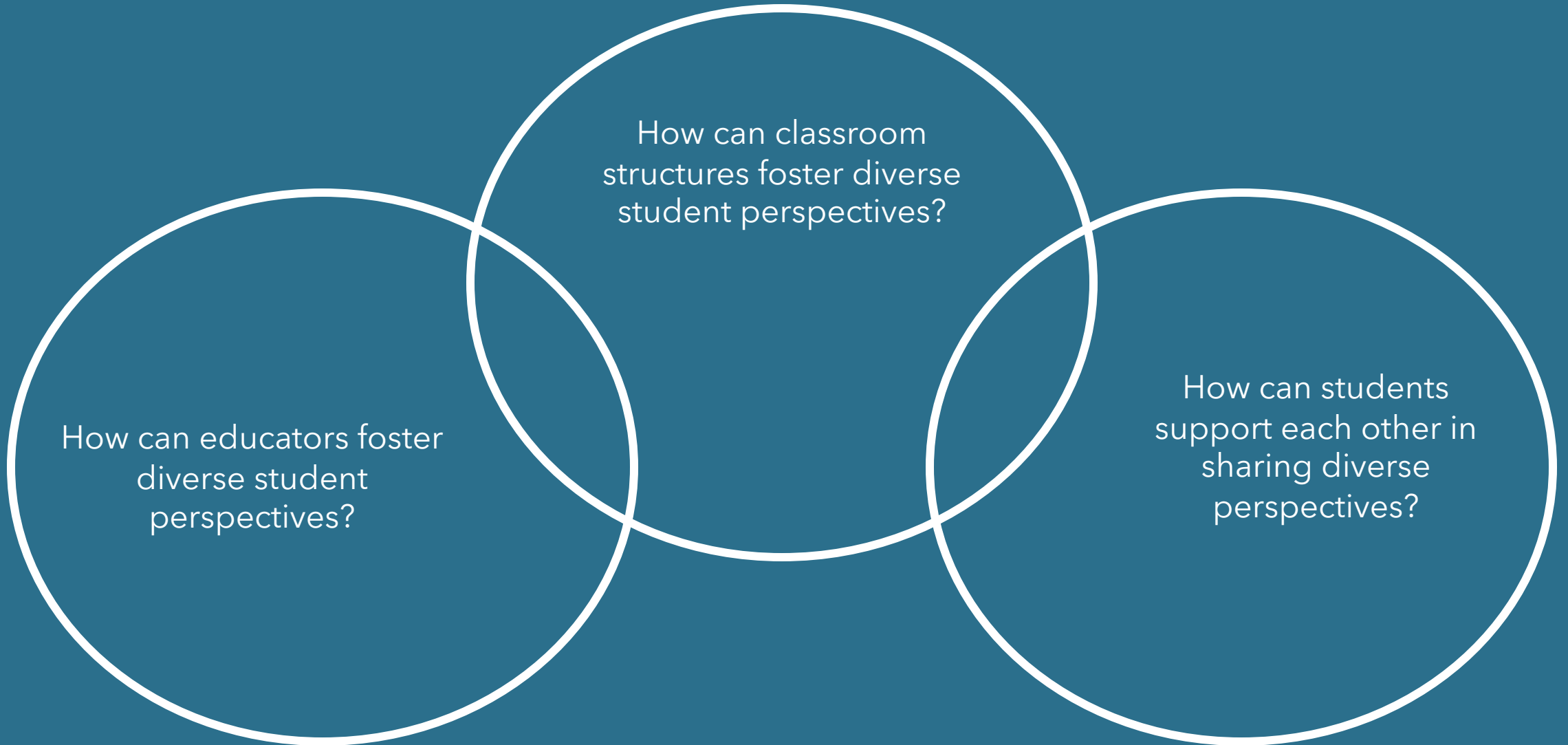
At your table, please choose a new person who will act as the HISTORIAN, writing or drawing notes from your conversation onto the tablecloth.



(a) What are the characteristics of a classroom that invites all voices into the dialogue? Think about the characteristics of the students, the educator, and the content – among other things.

(Optional): Of these characteristics, where is one place you'd like to push your own practice?

What might happen next?



Discussant Reflection and Audience Q&A



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