

PUTTING LISTENING FOR STUDENTS' VOICES INTO PRACTICE

1. Reflect on your personal experience with speaking in a group, both when you were a student and in the present.
 - Do you feel free to speak up in groups?

 - What allows you to feel safe to speak up in one place but not another?

2. Consider your students who come from backgrounds different from yours.
 - How might their experience be like yours, and how might it be different?

 - Are any of your student's voices silenced, perhaps not by you, but by past experiences of being marginalized?

3. Observe the speaking patterns in your classroom.
 - Make a simple tally of who is speaking in the group. Mark the initials of each child who speaks. We suggest you do this more than one time.

- Analyze your data by asking yourself the following questions:
 - How many students in the class spoke out loud in the discussion?

 - Who spoke more than once?

 - Who did not speak at all?

 - What were the social identities of those who spoke and those who did not?

 - How can you extend opportunities to ensure everyone gets a chance to speak?

 - What kinds of encouragement can you give right in the moment as students speak?