



Cultivating supportive learning environments through micro- communities



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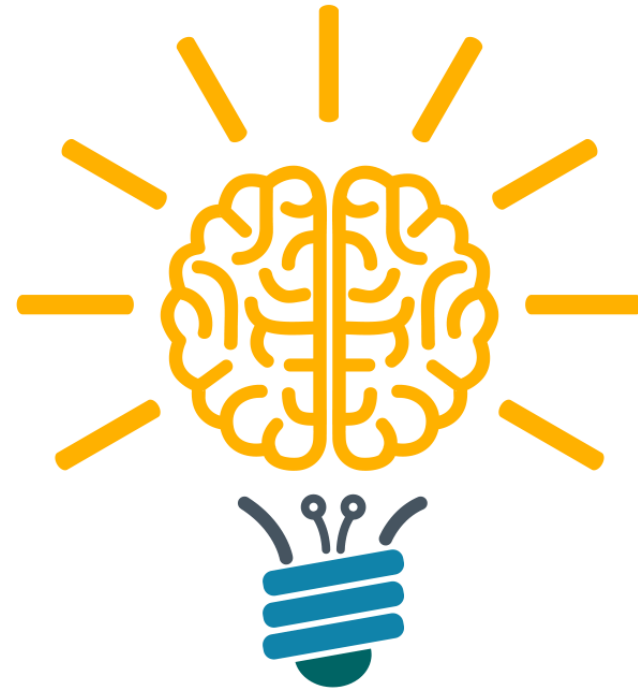
‘Access is love’:

- ‘Access is love’ – understands access as going beyond ad-hoc moves that tweak fundamentally unchanged classroom environments and assessments
- Multiple examples of care-filled ‘access moves’
- Relational approach that centers the *whole person* is key
- Today – focus on ‘micro-communities’ of learning
 - Circles of community and care that allow diverse ākonga to thrive.



Brainstorm

- How does building a sense of community for your students help them to learn?
- Discuss





Micro-communities of learning

- Communal small-group deep learning
 - Ako – we all learn from and teach one another
 - Whanaungatanga – sense of belonging we build by being together
- Encounter ideas in the context of community – scaffolded engagement with new and potentially challenging content
- Can be blended for increased accessibility (with appropriate resourcing)



Micro-communities of learning

- My practice: groups of 6-8 ākonga, blended in person and online





Micro-communities – tips and tricks

- Be explicit about your approach in advance, so students know what to expect
- Allow generous time for whakawhanaungatanga in the first class so students get to know one another
- Reflective writing and ‘share one thing’ at the beginning of each class – allows quiet processing and builds community
- Students can: write, discuss, present, brainstorm, peer review in small groups – lower stakes, less stress, more joy



Communities of learning: your practice



- Brainstorm (5 minutes) then discuss (10 minutes):
- How do you already cultivate community in your classroom teaching?
- What ideas do you have for making your classroom more relational? Is there one you could experiment with this year?



Questions?

