# Improving practice while exploring new ways to connect to students during the pandemic crisis

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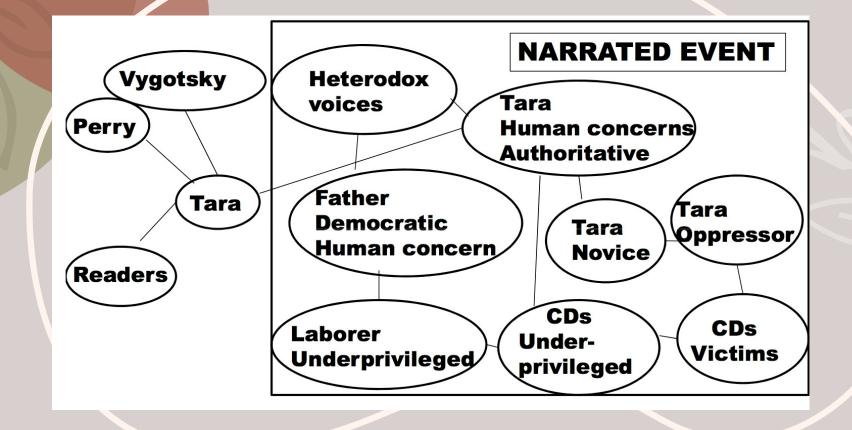
Expansive learning by engaging with new social formations of activity

Becoming part of new communities of culture of inquiry

Individually and collectively "changing lives through AR"

Diversity as a resource for mutual learning and change

#### WHERE I COME FROM: MY LIVING CONTRADICTION



#### WHERE I'M GOING

Deaf to students' voice





# Teachers' ethical dilemma during the pandemic

Disruption caused

worries about connecting to their rural based students online

 How can we motivate students to listen to our teaching and answer? (a teacher)

Opportunity seen

 explore with these teachers how learning could be made personally engaging for their students within digital resources and constraints

# Accepting and appreciating diverse cultures



### Gaining insights

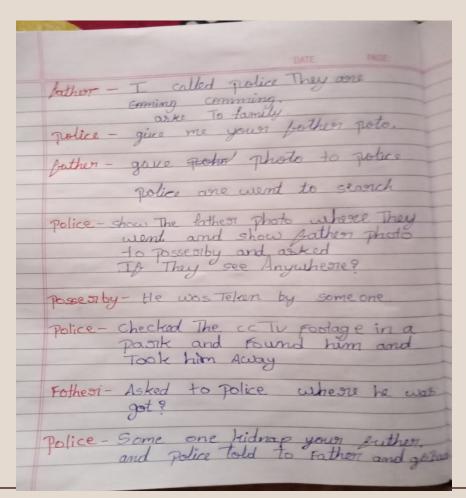
Teachers found answers to questions with ongoing participation in class and after class discussion and reflection on them

Anitha: I'm getting some answers to my questions about how to engage students by linking whatever talent they have to their learning. I was really surprised by the change in Poorna. He was a very difficult boy, never paid attention. Here, he attends all the classes and even picks up the corrections. Maybe he feels good that his videos are appreciated and discussed in class. We teachers used to think he was wasting time doing useless things and advised him to study. But here, we see everything positively.

## The influence of the new experience on students

- Every student felt valued because we identified and acknowledged their interests and unique competencies
- Felt safe to voice their concerns, needs, desires, interests.
- eager to share their interests and engage in meaning making activities based on their contribution
- Enhanced their identity of participation and learning and link the learning to social action

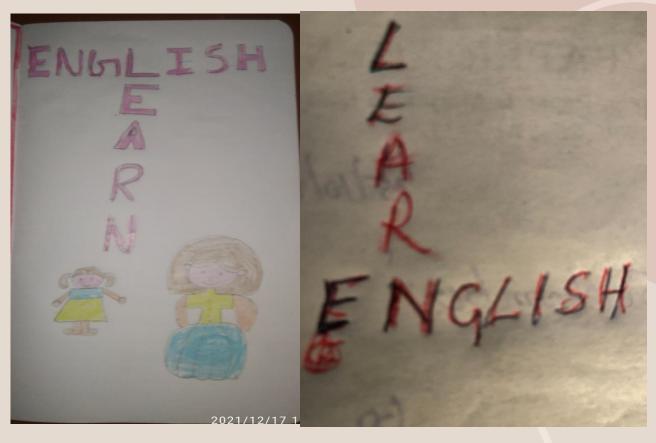
### Learning to write while coconstructing a playscript



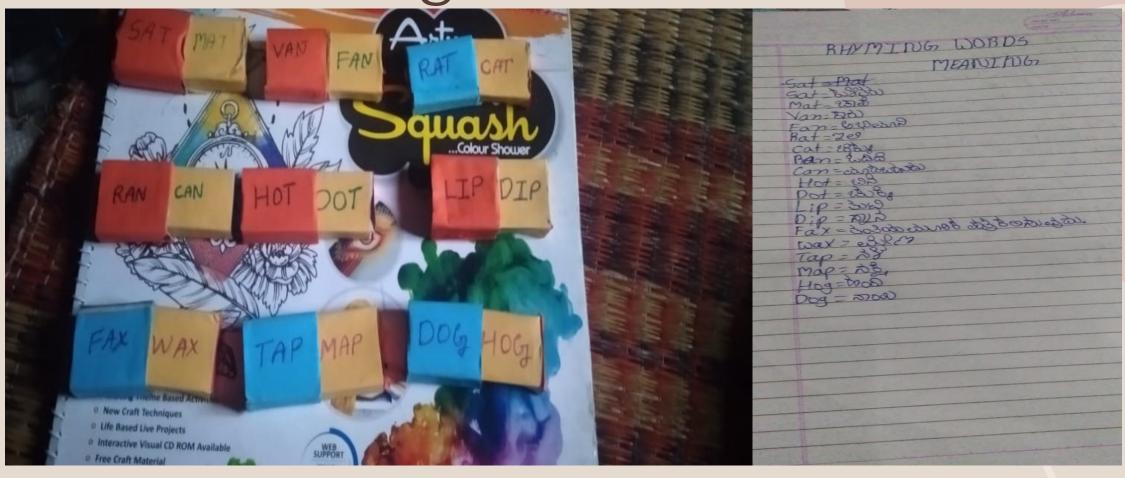
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### Language awareness





Displaying learning and understanding



#### socially responsive career choice

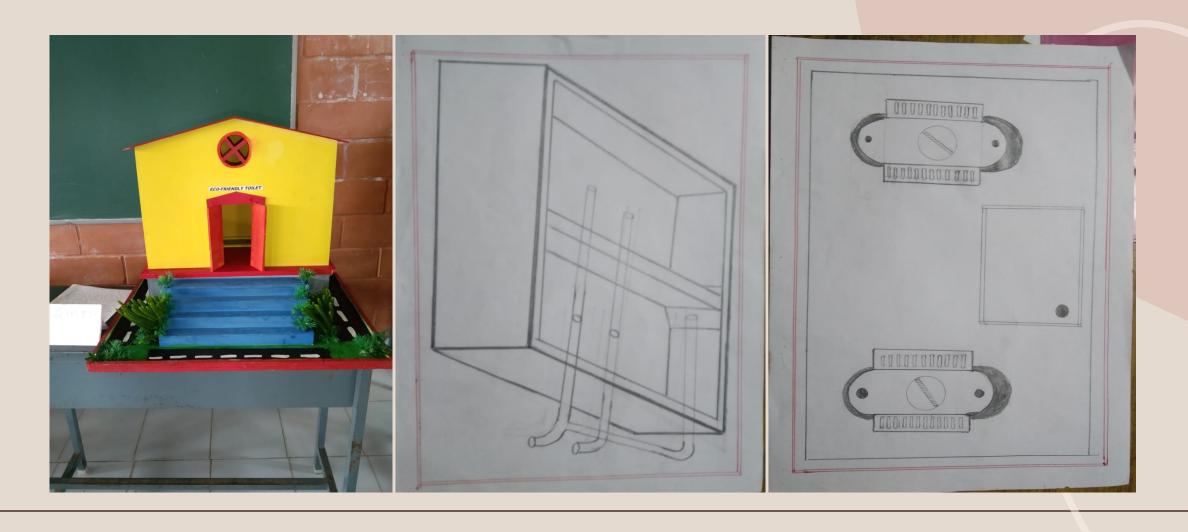
I want to be a policeman and help people birds



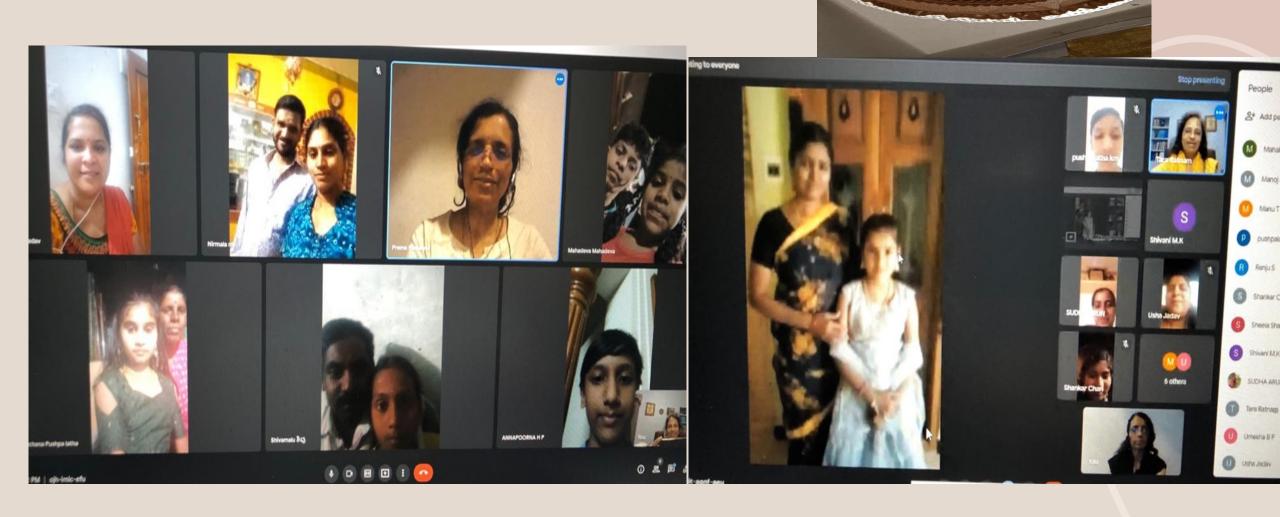
I want to be a forest officer protect forest, animals and



#### Linking intention to social action



#### Birthdays: occasion to meet the family







# Co-constructing new meaning of ethics of inclusivity and equity

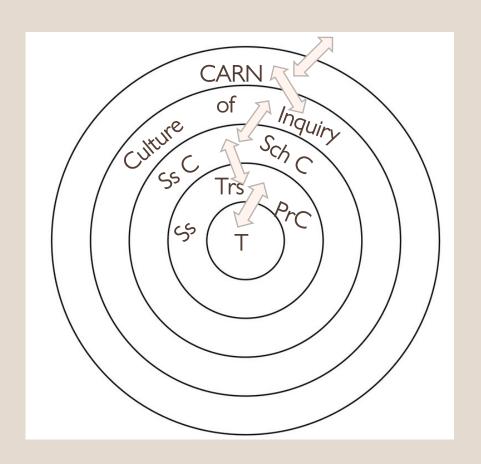
Equity and inclusivity hangs on the ethical premise that every student matters and is capable

- Teachers' ethical concerns were driven largely by the stipulated curricular learning outcomes that they were responsible for achieving
- Address "learning loss" by finding ways to help students catch up on the learning or knowledge required to pass the standard tests

Move from *monologic* view of equity and inclusivity as promoting the ability of all students to recall and reproduce learning in relation to external standards set by the curriculum

A dialogic view of equity and inclusivity as promoting in every student their ability to integrate and produce meaning in a process of learning that engages them ontologically using their voice and creative work

## Expanding circles of influence: Connecting to Culture of Inquiry and CARN communities



Nurturing the "best loved self"

Working with common vision, but embedded in diverse contexts

Rich resource for learning from one another Co-creating new meaning of collaborative research, learning from diversity and furthering the goal of inclusive ethics and equity in education

influencing the self, the other and the social formation



## thank you

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