Guiding the Conversation

This learning guide is designed for use by professional learning communities, learning coaches, teacher-leaders or as a self-paced study to facilitate critical reflection about teacher behaviors and classroom practices that support both social inclusion and language development of newcomer students.

This conversation guide is intended to be used after viewing the video clip "Create a welcoming and inclusive social environment in the classroom." The video presentation is supported by power point slides "creating a warm and inclusive environment."

Questions for Discussion

Coehlo demonstrates two methods for introducing a new student, and suggests that the language the teacher uses shapes the reaction of the rest of the class towards the student. What other examples can you think of that illustrate this point about teachers' language influencing students' attitudes?

Based on Coehlo's examples of naming practices in different cultures, what would be important to know about your students' names?

In your experience, have you seen other examples of how teachers have used students' home languages to enhance learning?

What are the advantages and disadvantages of implementing a peer tutoring approach? How can the disadvantages be overcome?

How could the methods that were demonstrated be adapted for use with older students in secondary schools?

Video Guide

Synopsis:

Coehlo introduces several methods that teachers use to create an inclusive social environment. These include:

- A warm welcome
- Attention to names and forms of address
- Support for language learning
- Explicit classroom norms generated by students and teacher
- Class news
- Roots and routes
- Interviews and biographies
- Peer tutors and partners