# Choice and Flexibility

using Padlet during Circle Work

### Circle Work

# **Goal:** build community, connections, relationships and share knowledge

- Relationality building strong relationships between students and educators
- Decolonization using the physical space to position the educator as part of the learning community (removes hierarch of power) and to encourage all participants to share their knowledge
- Witnessing being present in the moment and "listening to listen, not listening to respond"
- Anti-racism provides opportunities for historically silenced students to share
- Time creating space to learn from one another

Roberts, 2024

#### Circle Work

# **Goal:** build community, connections, relationships and share knowledge

"Circles allow for the students to feel the connection to each other and the synergy from this collective energy. This connection centres and ground the relationships we have with each other...building a community that knows each other and feels comfortable with talking to each other allows space for the students to flourish."

Roberts, 2024 (*Re-Storying Educational Practice*)



# Closing Circle

- On the last day of an in-person class, we engaged in circle work to witness each others' learning – everyone in the learning community was invited to share:
  - Something they learned from the course

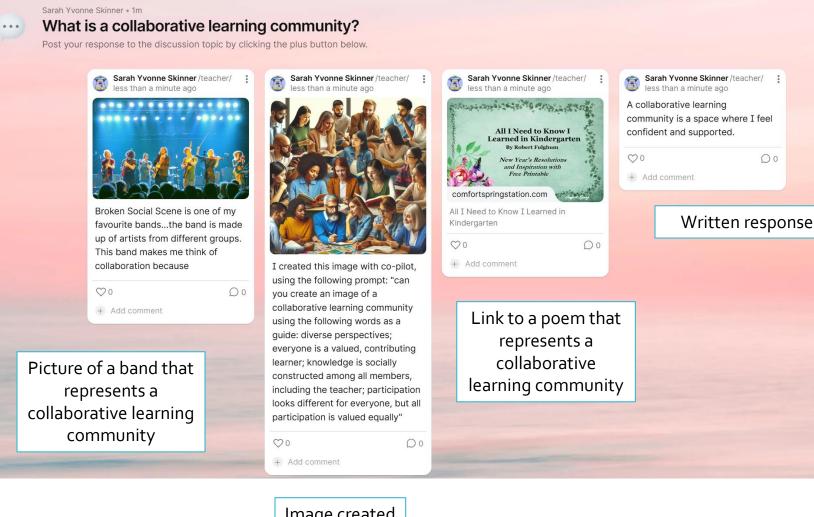
#### AND/OR

- A message for the learning community (of gratitude, piece of wisdom, wish or hope)
- I invited students to share in any way that was meaningful to them spoken word, written word, song, dance, art, etc.
- I included a Padlet Discussion Board as an option for sharing in the circle



I did not have permission to share the board from my class – this is an example I made of responses to the question "what is a collaborative learning community?" that represent examples of how students participated

Padlet



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Image created with Co-pilot

### Reflection

- I decided to use Padlet as part of our closing circle to provide flexibility and choice in how students participated in the circle work
- What struck me is how creative students were with how they chose to participate – other examples included a song and dance and an original song
- It also struck me with how engaged students were and the joy and energy that was in the classroom; I wondered if was, in part, because students were able to choose a meaningfully way to participate in circle work

Roberts, C. (2024). *Re-storying education: Decolonizing your practice using a critical lens.* Page Two Books, Inc.

## References