

## **Ballinteer Community School, 4th Year - Film**

There was some distraction because of language barriers with foreign exchange students. Many were thoroughly engaged after they were asked to translate a piece of the screened documentary content into their native tongue and give an opinion. The sharing circle worked well and it gave me a chance to get a sense of the class.

Very quickly I noticed differentiation. Most notably a learner who stated they are 'allergic to screens.' I discreetly and firmly reassured them that the screening is not extensive and suggested engaging wholly in the listening part of the screening. They managed well and asked me some questions after class.

One student shares regularly and although they are insightful and highly intelligent reflections, I requested 'hands-up' at one point and called on people at other points. A seating plan or different classroom arrangement could be beneficial in future to stop exclusive bonding, as I have noticed it inhibits learning and engagement across all types of learning.

I must remember to speak slower and to neutralise my accent for the exchange students. I have incorporated a language and communication based task for the next lesson to enhance communication and enrich learning through the unit. The large and diverse class will require a lot of management, so I intend to continue on with slideshow guides for the time being. It was hugely beneficial to recall names and refer back to specific points students made, for example S made a statement to the whole class about attire and social stratification, where A made an equally engaged and inquisitive statement about area codes and ownership of the street/territory but shared with me in a more reserved one to one way. Using both students' examples expresses the sense of valuing both voices. Using the more assertive, possibly stronger character's opinions and thoughts as much as a slightly withdrawn and possibly more easily discouraged character's idea exhibits an egalitarian classroom and shows that I, as the teacher, hear both. I look forward to reflecting further on this and hope to understand processes such as these more as I build the relationship with students.