

MIA BULJAN: A lot of what we do during this time is getting them to talk and listen to each other. So that idea of activating themselves, like a community of learners is like a big part of it. So not always looking for me to explain it but to, you know, a lot of times my job is to, like, "Behave, this might be an interesting idea for you to hear. Why don't you guys go do that," because they may need to hear it ten, fifteen, twenty times and I can't be there to say it ten, fifteen, twenty times. So learning to listen to each other, in tune with each other, I think is a big part of it.

MIA BULJAN: Sometimes when we're listening to someone, we even just turn our whole body to make sure that we can see them. So if I'm sitting here in this row I might need to turn around so that I can look at Lisette when she's talking. There you go. Malachi, try it like this and see if you can hear her better than you did before, okay?

MIA BULJAN: Every class has their own sort of language and personality, so learning what they look like and sound like when they're working. So a lot of it is very formative in a sense of like, you know, what does this group already talk about, and then like, in what things do they respond to.

MIA BULJAN: Snowball hands. Does everybody remember?

STUDENTS: Yes.

MIA BULJAN: Okay. And what else do we know? John Carlo?

MIA BULJAN: I mean we talk about it, what it looks like and sounds like when we are doing things in the classroom. So we talk about it.

MIA BULJAN: What is it about sitting on the carpet? Tell me one more thing. You don't lie down. Excellent!