The Fundamentals of Educational Dialogue - Student Reflective Journal

*Week 6*

You can either keep this week’s reflective account separate or you can copy and paste the following table into your Week 1 template to keep all your reflective accounts in one document. At the end of the course, you will use these weekly reflective journals to complete your final Reflective Report and gain your certificate.

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| Week 6: Paulo Freire and Ramón Flecha – Transformative, Holistic and Decolonial Approaches to Dialogue |
| Notes on Week 6 video. You may find the transcript useful.  |  |
| Notes on Week 6 core readings. |  |
| Does Freire’s concept of education have relevance to your practice? If so, how? |  |
| In what ways have the learners in your classroom been impacted by colonialism? |  |
| In what ways have you been impacted by colonialism? |  |
| Is it your responsibility to decolonise your classroom practice? If so, how might you do that? If not, why not? |  |
| Will you try Interactive Groups or Dialogic Gatherings in your setting? How might you involve parents and the wider community? |  |
| Where and how does intercultural dialogue happen in your classroom? |  |
| How can you support learners to have agency in their engagement with knowledge, with their own cultures and with other cultures? |  |
| Using your notes above, write approximately 300 words summarising your reflections for this week. At the end of the course, you will use these reflective journals to complete your final **Reflective Report** and gain your certificate. |
| Write your reflection here: |