

# Leading Learning in Mathematics

Collaborative Reflection

Comments recorded 28/7/2014

01

# Orchestrating Change

Tension between Numeracy & Mathematics

- Teacher confidence in selecting, creating and writing open ended tasks-point of need
- Blending or moving between being numerate(application) and mathematical(skills)
- We need both
- Numeracy is rich, authentic, open ended
- How do we assess rich open ended tasks?
- Reliance on not being the “instructor”, confidence to create
- Time/ planning
- Know where you want them to get to and get to the point
- Experiences, journey, different perspectives
- We are coming from different places
- Teacher Control?
- On the spot teaching- reactive
- We need both maths and numeracy they are not one in the same.
- Inquiry
- Confidence
- Work samples from AC good activities
- Content driven- focus on the content rather than the proficiencies
- Focused teaching with a community of learners.
- Value the now to add value to change.
- Jargonistic- do we mean the same thing but say it differently

02

# Establishing a shared vision

Tension between personal & shared vision

- Analogy of the caterpillar: caterpillars in the amazon create a pile on top of each other and try to climb to the top of the pile. The “clever “ ones figure out that you must go “within” to change. “Without change we wouldn’t have butterflies”. “ Your time as a caterpillar has expired. Your wings are ready”
- ZPDs, curiosity, fire in the belly
- All the stake holders can buy in if they know what we are working towards- this provides security!
- Numeracy to connect everything together
- Time to articulate
- Share the vision with the students
- Vision for maths classroom- having students work independently on meaningful tasks
- Blend of learning experiences and styles
- The Vibe
- Having a term planner fro kids to see and connect with
- Plan vs kids – disconnect?
- Building from current practice- chance to be heard, articulate
- Share with student via an analogy
- How do you communicate that to all
- Need input from all and work out what is important to all
- It’s about being a leader-Taking others with you and into your vision
- Involve the students- sharing planning
- Increase buy in

# Leading from the inside

Tension between collaboration and sharing

- Collaboration is a joining of the minds- group working towards a common goal.
- Plan for interactions rather than differentiation
- a community of learners
- Collaboration is working towards a common goal, sharing is too one way
- Differentiate: physical space, people, resources, tasks
- We share- a lot is not rich, not explicit has a task/activity orientation (staff based)
- Time constraints in PLT- more sharing than collaborating
- Take care of the interactions and differentiation will happen
- Just check interactions as opposed to differentiation
- Roving around the classroom- probing, questioning
- We need to plan for other interactions in the room
- Our PLT- we have just started sharing...hopefully we can bud up to collaborating one day???
- Interaction leads to differentiation. Interaction- focus –independence ...  
differentiation- independence- focus
- Classroom is a community of learners

# Articulating Knowing

Tension between Tacit and Explicit assessment



- Triangulate
- Trust your gut and intuition- value it
- “assidere” to sit beside the learner
- Assess- check in times
- Where do anecdotal notes fit in? (comment from Donna: I see anecdotal notes as making the tacit explicit by writing it down. They are very important as many judgements are fleeting and it is hard to remember all of your thoughts when you get time to sit down and reflect).
- An example of assessment is the Mathematics Online interview
- Assessment vs knowing our students
- Relax and just tell me about... The test might validate what we know.
- Value what you know- assessment is evidence you are right.
- Explicit vs gut knowledge
- Data about our kids vs our gut instinct about student learning

# Connecting to cope with complexity

Putting it all together

- Connect people through a PLT
- Connect!
- Listen, collaborate, gut feeling backed up by data all leads to pedagogy...Lead to learn
- Be explicit about the connections you are making
- Lead the child to learn; sit beside the learner to assess.