

Invisible Actions

When a facilitator decides to remain silent, read members of the group for engagement, highlight one direction but not another, or encourage the group to follow a new idea further, the participants are unaware that these decisions have been made.

Anticipating

- anticipate paths of learning for the group
- make accurate estimations of cultural capital of group members and implement strategies to minimize discrepancies

Confidence Building

- create opportunities for participants to have mastery experiences in the learning and teaching of mathematics
- be open to showing vulnerability as a mathematics learner/facilitator

Embracing the Messiness

- celebrate messy questions, wonderings
- gently help the group find their way

Supporting Transformations

- help participants get inspired
- name shifts in thinking and practice

Window Finding

- identify windows of opportunity or new avenues of inquiry and reveal these at the right moment
- connect to key mathematics concepts and research-affirmed instructional strategies

Fusing Horizons

- weave together multiple perspectives
- establish a shared horizon for the learning
- find synergy in the layers of learning – mathematics content, process, pedagogy

Building Moral Imperative

- ensure practices related to mathematics content, teaching and learning are aligned with research
- support the group to be accountable to each other