

This module has been designed to support those providing Mathematics Professional learning for K-12 classroom educators.

## Classroom Set-Up Presentation Guide

### Session Description

Participants will have an opportunity to consider the value of thoughtful planning of the classroom's physical space in order to create effective and powerful learning environments. Prompts for discussion, classroom examples and opportunities for exploration will be provided.

### Importance

The environment of a classroom should not be left to chance! Thoughtful planning provides for more efficient use of time, easy access to materials and space appropriate for all students, and a learning environment where positive growth can be realized.

"It is both an art and a science to design (as opposed to decorate) a learning environment that responds to our ultimate goal as educators – to develop independent and rigorous thought."

*Capacity Building Series – The Third Teacher*

### Learning Focus

*Participants will:*

- Deepen understanding of the importance of Classroom Dynamics
- Reflect on classroom set-up through the use of the Classroom Dynamics materials
- Plan for a positive learning environment

### Agenda

#### Minds On:

- What is Classroom Dynamics? Why is it Important?

#### Action:

- Classroom Set-Up Checklists and Examples
- Designing a Classroom Set-Up
- Considering Actions and Effects

#### Consolidation:

- Making a Plan
- Resources

### Professional Learning Module Contents

- Presentation Guide: Overview, Learning Activities, Questions to Stimulate Conversations (as needed), "Aha" Moments (possible participants' insights), Materials, and Adaptations (20 minute, and 2.5 hour sessions)
- PowerPoint with Script and <<presenter notes>>
- Black Line Masters (BLM)

Learning Activities	Questions to Stimulate Conversation	Aha Moments	Materials
<p style="text-align: center;"><b>Opening and Minds On (12 minutes)</b></p> <p><b>Introductions, Learning Focus, Agenda (Slides 1 - 4)</b> 2 minutes</p> <p><b>What is Classroom Dynamics? Why is it Important? (Slide 5 - 17) 10 minutes</b> Classroom dynamics is the necessary foundation for developing powerful learning environments. Participants reflect on their own practice (BLM1).</p>	<ul style="list-style-type: none"> <li>How can the physical set-up of the classroom send the message that we're here to learn?</li> </ul>	<ul style="list-style-type: none"> <li>Specifically planning for effective classroom dynamics will make my work easier</li> <li>Considering classroom dynamics aids in anticipating outcomes in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>BLM 1 – Reflection Sheet (1 per participant)</li> <li><i>Third Teacher</i> (1 copy per table)</li> <li>Projector and screen</li> <li>Internet access</li> <li>Optional sticky notes, markers, chart paper</li> </ul>
<p style="text-align: center;"><b>Action (60 minutes)</b></p> <p><b>Classroom Set-up Checklists and Examples (Slides 18 - 32)</b> 25 minutes Participants reflect on their own practices using the questions on the start-up and ongoing checklists. Participants review examples and share their own classroom experiences. You may wish to switch the examples in the PowerPoint for others depending on the audience. Share possibilities of classroom set up to support technology enabled learning.</p> <p><b>Designing a Classroom Set-Up (Slides 33 - 34) 25 minutes</b> Use the Notebook tool from mathies.ca to experiment with multiple arrangements of classroom physical set-up.</p> <p><b>Considering Actions and Effects (Slides 35 - 37) 10 minutes</b> Examine possible teacher actions (BLM3) and judge ease of implementation versus potential for positive effect on learning environment.</p>	<ul style="list-style-type: none"> <li>How much learning time could be saved by establishing clear procedures for moving into flexible groups or distributing materials?</li> </ul>	<ul style="list-style-type: none"> <li>Simple preparations can have large effect</li> <li>Minimize identifiable barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li><i>Start-Up and Ongoing Checklists</i> copied two-sided (1/ person)</li> <li>BLM2 – Questions from Start-up Checklist for Classroom Set-up</li> <li>BLM3 – Possible Actions</li> </ul>

Learning Activities	Questions to Stimulate Conversation	Aha Moments	Materials
<p><b>Consolidation/Debrief (18 minutes)</b>  <b>Making a Plan (Slide 39) 10 minutes</b>            Participants are invited to think about how they may get started or encourage colleagues to join their journey.</p> <p><b>Resources (Slides 40 - 44) 8 minutes</b>            Participants have opportunities to examine resources available for individual consideration or for use with colleagues.</p>	<ul style="list-style-type: none"> <li>Who might be a partner with you?</li> <li>How has this session made you think about the instructional decisions you make in your classroom?</li> <li>What is one thing you could implement tomorrow? next term or semester?</li> </ul>	<ul style="list-style-type: none"> <li>There are easy changes I can implement that will have a big effect on my class! Small changes can be easily implemented.</li> <li>I should encourage networking between staff members to support and help reflect on changes. Sharing the journey is helpful.</li> <li>I am thinking about how important these seemingly little pieces are.</li> </ul>	<ul style="list-style-type: none"> <li>Copies of Capacity Building Monograph: <i>The Third Teacher</i> – one per person</li> </ul>

**Suggestions if you are offering the session as part of a series:**

- This is a good first topic to invite participants to think about Classroom Dynamics.
- Do one or both of the other pillars of Classroom Dynamics – Management and/or Relationships.
- Include an invitation to “try something and document results” before the next session.
- Encourage participants to form collegial partnerships or groups to support each other as they proceed.

**Considerations if you are offering the session through Adobe Connect:**

- Communicate before the session so participants can prepare the needed materials.
- Provide opportunities for ongoing collaborative discussion and sharing experiences in chat pods as participants begin to apply their learning.

Adaptations	Materials
<p><b>If you have 20 minutes:</b>  <i>Learning Focus:</i></p> <ul style="list-style-type: none"> <li>• Deepen understanding of the importance of Classroom Dynamics</li> <li>• Reflect on classroom management through the use of the Classroom Dynamics materials</li> </ul> <p><i>Activities:</i></p> <ul style="list-style-type: none"> <li>• Introduce “What do we know about Classroom Dynamics?” and “Why is Classroom Dynamics Important?”</li> <li>• Explore “Classroom Set-Up Check lists and Examples”</li> <li>• Invite participants to choose a partner or small group to get started</li> </ul> <p>Note: For consideration, combine this 20 minute session with a content focused module.</p>	<ul style="list-style-type: none"> <li>• Slides 5-15, 16 – 34</li> <li>• Access to internet required to explore the Classroom Dynamics for powerful Learning – Start-up checklist on edugains.ca</li> </ul>
<p><b>If you have 2.5 hours:</b>  <i>Learning Focus:</i></p> <ul style="list-style-type: none"> <li>• Deepen their understanding of the importance of Classroom Dynamics</li> <li>• Reflect on classroom set-up through the use of the Classroom Dynamics materials</li> <li>• Plan for a positive learning environment</li> </ul> <p><i>Activities:</i></p> <ul style="list-style-type: none"> <li>• In addition to the activities described in the 1.5 hour session, invite small groups of teachers to commit to making small changes and reporting effects to each other. They might work together on furniture arrangements and have a “moving party”.</li> <li>• Invite teams of teachers to work together to thoughtfully set-up a classroom by making specific plans for a series of lessons.</li> </ul>	<p>See 1.5 hour outline</p>