

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

## Relationships for Learning Presentation Guide

### Session Description

Through a variety of professional learning activities and the exploration of classroom strategies, participants will understand that careful attention to planning and the use of strategies will build relationships within their classrooms that “set the stage” for an atmosphere where curiosity is fostered and learning is celebrated.

### Importance

The Literacy and Numeracy Secretariat (2007) states, “all students and teachers can learn significant mathematics within a nurturing environment”. As students build relationships with the teacher and fellow students they begin to see their lives reflected within the classroom community and their ideas, opinions, perspectives, wants and needs honoured. This enhances their learning and commitment.

### Learning Focus

*Participants will:*

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

### Agenda

#### Minds On:

- Establishing Norms
- What is Classroom Dynamics? Why is it Important?

#### Action:

- The Importance of Building a Community of Learners
- Classroom Dynamics Checklists and Examples
- Practices to Foster Mathematical Well-being

#### Consolidation:

- Possible Actions
- Exit Ticket

### 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 (20 minutes)</b></p> <p><b>Introductions, Learning Focus, Agenda (Slides 1 - 5)</b><br/><b>5 minutes</b></p> <p><b>Establishing Norms (Slide 6) 10 minutes</b><br/>Participants will use 'Post it – Pile Up' to generate a set a group norms.</p> <p><b>What is Classroom Dynamics? Why is it Important? (Slide 7 - 12) 5 minutes</b><br/>Classroom dynamics is the necessary foundation for developing powerful learning environments. Sets the context for the focus on relationships for learning.</p>  | <ul style="list-style-type: none"> <li>• How do the three components of classroom dynamics connect?</li> </ul>   | <ul style="list-style-type: none"> <li>• Pre-planning for building relationships is essential...can't just let it happen.</li> <li>• Specifically planning for effective classroom dynamics will make my work easier</li> </ul>  | <ul style="list-style-type: none"> <li>• Projector and screen</li> <li>• Internet access</li> <li>• video</li> <li>• paper</li> <li>• Sticky Notes</li> <li>• Chart paper and markers</li> </ul>   |
| <p style="text-align: center;"><b>Action (55 minutes)</b></p> <p><b>The Importance of Building a Community of Learners (Slides 13 – 17) 20 minutes</b><br/>Participants write down on BLM1 why they think it is important to build community in their classrooms. Then through a Give-One Get-One they exchange ideas.</p> <p>Participants view a video and identify practices that support the building of a community. Participants are also asked what interactions they noticed in the video.</p> <p><b>Classroom Dynamics Checklists and Examples (Slides 18 – 25) 20 minutes</b><br/>Make connections between the question on the Start-Up checklist for relationships for learning and creating norms. Make connections between the question on the Ongoing checklist for relationships for learning and getting to know the learner. Participants will generate a list of ideas/strategies for getting to know the learners in their classroom. They will do a 'Gallery Walk' to share their ideas.</p> | <ul style="list-style-type: none"> <li>• How does making a personal connection with a student deepen the relationship?</li> <li>• How do deep relationships impact the learning in the classroom?</li> <li>• How is collaboratively establishing norms different from posting classroom rules?</li> <li>• How can we ensure that students see themselves reflected in the learning?</li> </ul> | <ul style="list-style-type: none"> <li>• It's good practice to try to get to know more about my students.</li> <li>• Can't do things that research says works without first building relationships.</li> <li>• Relationship building ripples across many later strategies I use in my classroom.</li> <li>• Teacher is actively listening and responding to individual student needs.</li> </ul> | <ul style="list-style-type: none"> <li>• BLM1- Building a Community of Learners</li> <li>• Suggested Videos: <ul style="list-style-type: none"> <li>» <i>KPR Port Hope Grade 9 Applied</i></li> <li>» <i>MJ Hobbs Senior Public School (see additional slides)</i></li> <li>» <a href="http://www.edugains.ca/newsite/math/supporting_classroom_practices.html">http://www.edugains.ca/newsite/math/supporting_classroom_practices.html</a></li> </ul> </li> <li>• <i>The Third Teacher</i></li> </ul> |

| Learning Activities  | Questions to Stimulate Conversation  | Aha Moments   | Materials  |
|--|--|---|--|
| <p><b>Practices to Foster Mathematical Well-being (Slides 26) 15 minutes</b></p> <p>Participants will read a section of “What Works? Making Space for Students to Think Mathematically” to examine four practices to foster mathematical thinking. (Safe environment, rich tasks, math talk community and, good questions &amp; listening). Participants jot down notes on the placemat (BLM2) and then share with their table group.</p>  | <ul style="list-style-type: none"> <li>• How does relationship building open the door to practices that foster mathematical well-being?</li> </ul>                 | <ul style="list-style-type: none"> <li>• All students can be engaged and can learn from one another.</li> <li>• A rich task is not just about the question, it can look simple but it is the conversation, wonderings and exploration around it.</li> </ul>   | <ul style="list-style-type: none"> <li>• BLM 2 – Placemat</li> <li>• <i>Making Space for Students to Think Mathematically (1/participant)</i></li> </ul> |
| <p><b>Consolidation/Debrief (15 minutes)</b></p> <p><b>Possible Actions (Slide 27 - 29) 10 minutes</b></p> <p>Participants reflect on the possible actions shared throughout the session and rank the implementation of these actions as easy, possibly worth the effort and/or challenging to implement. They will examine the effect on learning and effort to implement actions.</p> <p><b>Change to Exit Ticket and Wrap Up (Slides 30 - 32) 5 minutes</b></p> <p>Participants will fill out an Exit Ticket (BLM4) to provide feedback to the facilitator.</p> | <ul style="list-style-type: none"> <li>• Why do you need to consider “the cost/ benefit” of the strategies you decide to choose as your starting point?</li> </ul> | <ul style="list-style-type: none"> <li>• Some strategies have better pay offs and that’s a good place to start.</li> <li>• It is important to find a starting point.</li> <li>• Reflecting the student’s needs and interests in the classroom is more important than I initially thought.</li> <li>• There is research to support the importance of relationship building.</li> </ul> | <ul style="list-style-type: none"> <li>• BLM 3 – Possible Actions</li> <li>• BLM 4 – Exit Ticket</li> </ul>  |

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

- Pick a strategy, try it and be prepared to share at the next session.
- Do one or both of the other two pillars of Classroom Dynamics: Classroom Management and/or Classroom Setup.

**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><br/> <i>Learning Focus:</i></p> <ul style="list-style-type: none"> <li>The Importance of Building a Community of Learners</li> </ul> <p><i>Activities:</i></p> <ul style="list-style-type: none"> <li>Focus on community of learners’ practices, establishing norms and classroom dynamics checklists. (Slides 6, 18 – 22)</li> <li>Replace ‘Post it – Pile up’ activity on slide 6 by co-creating a list of norms.</li> </ul>   | <ul style="list-style-type: none"> <li>Projector and screen</li> <li>Internet access</li> <li>Chart paper</li> <li>Video: <ul style="list-style-type: none"> <li>» KPR Port Hope Grade 9 Applied</li> <li>» M.J.Hobbs Senior Public School Grade 7/8</li> <li>» <a href="http://www.edugains.ca/newsite/math/supporting_classroom_practices.html">http://www.edugains.ca/newsite/math/supporting_classroom_practices.html</a></li> </ul> </li> </ul> |
| <p><b>If you have 2.5 hours:</b><br/> <i>Learning Focus:</i></p> <ul style="list-style-type: none"> <li>Deepen understanding of the importance of Classroom Dynamics</li> <li>Reflect on relationships for learning through the use of the Classroom Dynamics materials</li> <li>Plan for a positive learning environment</li> </ul> <p><i>Activities:</i><br/> Insert additional slides into the 1.5 hour session as follows:</p> <ul style="list-style-type: none"> <li>Include slide 1 in the Minds On</li> <li>Insert choice of slides 2 to 8 after slide 26 from 1.5 h ppt</li> <li>Insert slide 9 after slide 30 from 1.5 h ppt</li> </ul> | <ul style="list-style-type: none"> <li>See 1.5 hour outline</li> <li>Growth Mindset video</li> <li>Math Talk &amp; Discourse video</li> <li>Capacity Building Series: The Third Teacher</li> <li>What Works Research into Practice: Student interaction in Math Class: Stealing Ideas and Building Understanding</li> </ul>  |