

Werklund School of Education

Modelling principles of a PLC



**UNIVERSITY OF
CALGARY**

reSolve WS

Australia, April 2018

Introducing Professor Olive Chapman University of Calgary



On the next slide, Steve Thornton invites Olive Chapman to introduce herself [2:29]
<https://vimeo.com/268893096>



<https://vimeo.com/268893096>

Activity 1

- Think of 2 or 3 things that worked really well for you that you think will be helpful to others. We will call these “helpful tips”
- Talk with at least 3 people who are not from your school. Share one helpful tip and receive one helpful tip for each person. Record each helpful tip you receive. You should have a record of at least 3 tips.
- In sharing your tip, just say what it is, you can elaborate if seem necessary, but do not make any judgement of you as the teacher, your students or the task.
- At your table, share the tips you collected, try to decide on the top 3 to 5 or about 3 to 5 principles that will work for each of you in your teaching with the reSolve task. Record on chart paper and post

Sub-Groups of 3

Sub-group A

- A teacher
- An observer of teacher
- An observer of students

Sub-group B

- Students

Roles:

Teacher presents task and observe and provide support to students

Observer of teacher records when and how teacher intervenes to provide support

Observer of students records when/where students got “stuck” and how got out of it

Students work as a team to solve task; think aloud; be aware of when and how you wanted help



Sub-groups A + B share notes/experiences and discuss teacher intervention from the perspectives of the observers, the teacher and the students

What are some conjectures/principles that each of you could use to guide your teaching and reflection regarding teacher intervention/support as students work on the tasks?

Record on chart paper and post

- Choose one of the 2 tasks as a group; regardless of grade level.
- What are the different mathematics concepts you can teach with it? Prepare a list.
- Choose one of the concepts; regardless of grade level, explore and record all of the alternative/different meanings/representations/instantiations of the concept. We are not thinking about the task but the concept.
- Record on chart paper

- As a group reflect on this student's work and make a list of things that you notice.
- What are some conjectures/principles that each of you could use to guide your teaching and support students' learning with the reSolve task?

What, if anything, did these activities suggest about engaging in a PLC with colleagues?

What are some general ideas/principles you can deduce about collaborative professional learning that can be applied to support the work of a PLC?

- Make notes to share in afternoon session.