

**Project Name:** From Doing to Thinking in Mathematics - Part 2

**Team Members:**

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Original Project Manager: Richard Drapeau, replaced by Candice Rennie in January 2023

**Project Description:**

To enrich our thinking in mathematics. We aim to continue our focus on the different practices of teaching. Through this shift we hope to encourage students to think rather than just memorizing the steps and performing mathematical calculations robotically. We will continue to follow the study of in *Building a Thinking Classroom Mathematics* and the application of its 14 different practices. This PDIG started last year in the Fall of 2021, From Doing to Thinking in Mathematics - Part 1 and continued this year in 2023 school year.

**Project Goals:**

The goal of this PDIG is to enrich deeper thinking in mathematics. The premise is to evolve from teacher centered lessons to student centered learning. Students often become disengaged when they remain in their seats for long periods of time. Having students stand up and work together on math problems will result in more engaged learners. HSB has helped facilitate this through the installation of many white boards on the classroom walls. This practice will hopefully allow students to gain a deeper understanding of mathematics.

**Project Timeline:**

**February 15<sup>th</sup>, 2023**

We gathered together to share our experiences with the practices we have tried. We each shared advantages and collaborated how to even improve on those methods. Then the challenges that we faced with our groups this year. For the teachers of the senior levels, changing the mindset of the students proved more challenging that we had first anticipated. The team rose to the challenge.

As teachers, teaching a different way was met with enthusiasm, but collecting data and our assessments proves very difficult to change or even adapt to the best practices of teaching.

**Project Outcomes:**

With a return to a more normal pre-pandemic environment and the foundational knowledge gained in the first year of this book study, this workshop will enable participating mathematics teachers to expand their understanding of the 14 practices and do so from the onset of the school year. As such, the fidelity of its implementation will be enhanced. Teachers have developed a greater understanding of the value of using rich tasks, how to use them, and how to maximise student learning and engagement. The initial goal of changing instructional practice, although modest, remains and has found its roots within these returning teachers. This expertise will be shared with other teachers (teacher to teacher) from the board to encourage them to make similar changes while the consultant will share their experience with others as well.

**Reinvestment:**

The results of this implementation will be shared with all stake holders. First and foremost, it will continue to motivate NFSB teachers to adopt this framework within their instruction and will facilitate its introduction to other teachers. The timeliness of this initiative remains. We have already witnessed changes in instruction with the participating teachers. They are embracing the practices seen in the first half of the book and wish to continue expanding this understanding. Several other consultants are now using this framework in their own school boards. As this continues, more information will be shared between them as they come face to face with varied challenges during the implementation process.