



At a Glance...

SELF-DIRECTED LEARNING

GRADES 1 TO 8

School Principals – Meeting Plan

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Duration:

45
min

Targeted Context:

- staff meeting
- professional development day
- mentoring

Intention:

An exploration of some of the links in the resource *At a Glance... The Guides for Effective Instruction in Mathematics Revised*.

Supplies Needed

- ⊕ Technological equipment (interactive whiteboard to project the presentation, laptop or tablet, if available). Everyone should bring a laptop to explore the resource.
- ⊕ Chart paper and felt-tip pens or whiteboards, to write shared reflection points.
- ⊕ If planning to implement “The Plane” activity (Appendix A), sticky notes for each participant will be needed.
- ⊕ Manipulatives and mathematical models to enhance student learning related to the targeted Specific Expectations (to have on hand if staff want to try out the activity).

Preparation for the Meeting

1. Ask participants to familiarize themselves with the resource [At a Glance... The Guides for Effective Instruction in Mathematics Revised](#).
2. Ask participants to bring their laptops to the meeting.
3. If working with your whole school or with a division, decide on a single content focus which you may already have identified in the Student Success Plan (SSP) and School Improvement Plan (SIP).
4. Prepare posters that identify the specific expectations linked to your content focus that will be targeted in the workshop.
5. Choose one of the questions from the document [Questions](#) to explore the content of the resource.
6. Choose one of the activities from **Appendix A** to address the chosen question.
7. Prepare the presentation (PowerPoint or Google Presentation) using the template that is available on the *At a Glance...* website.
8. Identify the traditional territory that should be recognized and prepare an acknowledgement statement, following the school board guidelines.

Meeting Outline

Land Acknowledgement

Duration: **2** min

Present the acknowledgement statement (follow the schoolboard guidelines).

Learning Goals

Duration: 2 min

- ➔ Present the learning goals.
- ➔ By the end of the meeting, I will be able to:
- ➔ Navigate the *At a Glance... The Guides for Effective Instruction in Mathematics Revised* website.
- ➔ Name the components of the resource and how they can support my teaching:
 - General Foundations: provides general pedagogical insights, by division, including the big mathematical ideas in each strand.
 - Grade Specific Learning: identifies the mathematical skills and knowledge that students will be developing, by grade, and possible learning strategies.
- ➔ Find an activity from the resource that focuses on a targeted expectation.

Introducing the *At a Glance...* Resource

Duration: 2 min

- ➔ Explain that the *The Guides to Effective Instruction in Mathematics* have been redeveloped and are now located on a website called *At a Glance...*. Point out that the website includes additional guides for Financial Literacy and Coding. Clarify that the Financial Literacy guide stands alone and that the Coding guide is embedded in the Algebra Strand.
- ➔ If the participants have not yet seen the video on how to navigate the resource before the workshop, show the video.

Question and Answer Activity

Duration: 15 min

Provide instructions for the activity that will be used with staff to think about the content focus, found in Appendix A:

- ➔ Begin by sharing the question which is directly linked to the content focus (that you have chosen from the document [Questions](#)).
- ➔ Explain to the participants that they will be engaging in an activity that will encourage discussion and lead to possible answers to the question.
- ➔ Share the instruction to the activity.
- ➔ Make them aware that a timer will be used to indicate the end of the activity.

Example :

Targeted question

My students have difficulty comparing fractions using equivalent fractions. What other strategy could be presented to my students?

Activity “True or False”

Determine whether this answer to the question is true or false:

Students simply need to look at the size of the denominator of the fractions to compare them.

- True
- False

Justify your answer by exploring one of the following links on the website.

Grade 1 : [Ability to compare and order unit fractions.](#)

Grade 2 : [Ability to recognize equivalence.](#)

Grade 3 : [Ability to represent fractions in various contexts.](#)

Grade 4 : [Ability to represent fractions from halves to tenths using diagrams, tools and usual fractional notation.](#)

Grade 5 : [Ability to compare and order fractions from halves to twelfths, including improper fractions and fractional numbers.](#)

Summarize the activity with this conclusion: To effectively compare fractions, it is important to be able to represent them correctly. Students often struggle with fractions due to insufficient emphasis on the use of concrete and visual (semi-concrete) math tools. The tools play a vital role in understanding fractions and should remain part of the learning process throughout the school year. In general, we refer to three models: the area model, the linear model, and the set model, each of which can take on different appearances depending on the tools and materials used.”

Exploring the Website

Duration: **10** min

Invite teachers to explore the website tabs at their grade level, in connection with a concept that interests them:

- Select the strand.
- Go to the “Grade Specific Learning” section.
- Select your grade level.
- Select a specific expectation.

- ➔ Explore the “Skills and Knowledge” tab, then the “Teaching and Learning” tab.
- ➔ Go to the “General Foundations” section and explore the general principles.

For example :

Explore the website for fraction concepts

- ➔ Select the “Number” strand.
- ➔ Go to “Grade Specific Learning”.
- ➔ Select your grade level.
- ➔ Select a specific expectation related to fraction concepts.
- ➔ Select and explore the “Skills and Knowledge” tab.
- ➔ Select and explore the “Teaching and Learning” tab.
- ➔ Go to the “General Foundations” section.

Reflective Sharing

Duration: **6** min

Ask the following questions and lead a discussion:

- ➔ How can this resource support you when it comes to planning the weekly 300 minutes of mathematics?
- ➔ How can this resource support you to differentiate instruction to meet the needs of your students?

Going Deeper

Duration: **8** min

- ➔ Invite participants to try out an activity based on the concepts they are working on now with their students.
- ➔ Invite participants to select and try an activity using these steps:
 - Select the strand.
 - Go to the “Grade Specific Learning” section.
 - Select your grade level.
 - Select a Specific Expectation.
 - Explore the “Teaching and Learning” tab.
 - Acquire an understanding of the activity’s target concept under the “Skills and Knowledge” tab.

- Develop lines of questioning to highlight mathematical skills and knowledge during the lesson.
- Try out this activity in class.

After the Meeting

Principals could ensure continuity:

- ➔ Make a class visit during the lesson (principal remains involved as a co-learner).
- ➔ Facilitate a discussion at a future staff meeting.
- ➔ Use the resource during a Professional Learning Community (PLC) or professional meeting.
- ➔ Facilitate the pairing of classes to view a co-teaching lesson with the resource teacher and/or school board math consultant.

Appendix A – Choice of Activities for the Meeting

One Truth and Two Lies

Guess which one of the three facts is true.

The participants discuss together and determine which one of the three facts is true. They then go to the proposed links on the website to validate their choice.

True or False

Determine whether the answer is true or false.

The participants discuss together and determine whether the answer given to the question is true or false. They then go to the proposed links on the website to determine the answer to the question.

“Agree”, “Disagree” or “Uncertain”

Individually, each participant reads the question and the proposed answer, and everyone then stands in one of three designated places in the room indicating agreement, disagreement or uncertainty according to their opinion. Each group then presents to the others why they think it is or isn't the answer to the question. Group members can then change locations if they're convinced of another group's answer.

They then go to the proposed links on the website to determine the answer to the question.

The Plane

Everyone reads the question and writes their answer on a sticky note. Then everyone exchanges their note with another teacher who reads it. This can be done by folding the sticky note into the shape of a plane and flying it towards the person with whom they are exchanging.

Afterwards, the two people discuss their answers and go to the proposed links on the website to determine the answer to the question.