Numeracy Circles Implementation Chart

What would we see teachers doing and saying?

- Explicit teaching of the roles
- Using common language and agreed processes ie roles/proforma
- Teacher moving from group to group (active supervision), intervening, making notes, facilitator of learning.
- Teacher familiar with problem, all solutions, any misconceptions
- Asking probing questions/providing prompts/scaffolding/clarifying/connections to prior learning
- Trusting students to work independently
- Providing descriptive/constructive feedback
- Facilitate reflection process

What would we see students doing and saying?

- Accessing resources
- Self-monitoring
- Working collaboratively
- Working independently (at high school to solve the problem)
- Following ‘circle’ protocols and roles – that enable each student to take a turn and make thinking visible
- Lots of “maths talk” – students question and respectfully challenge each other
- Name up problem solving strategies and use this language in their conversations
- Getting confused and stuck on a part of a problem

What would the classroom environment look like?

- Students working in groups
- Students located in separated areas as a working space
- Students engaged and focused on each other’s ideas and thoughts
- Scaffolds/posters/visual supports – math concepts, strategies, roles defined, placemats/folders
- Noise/animated discussions – using mathematical language

What would the task look like?

- Worded problems – multilayered so each role can contribute
- Closed tasks to start
- Open ended questions that allow for/creates discussion
- Aligned to curriculum at start whilst getting used to process
- Aligned to specific current content