

Championing Student Voice in the Mathematics Classroom

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Agenda

- ▶ Awareness of "Student Voice"
- ▶ How to be Intentional About Empowering Student Voice in the Mathematics Classroom
 - ▶ Engagement
 - ▶ Trust & Respect
 - ▶ Lived Experience

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Student Voice

▶ ...is the collective of student (the individual; the whole group) presence, engagement, communication, sharing of their lived experiences, expressions of their person, and demonstrations of their learning exhibited in the classroom.

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Empowering Student Voice

- ▶ "Student voice is developed through students actively engaging with mathematics problems that are set in a context that is relevant to students' lived experiences. An atmosphere of trust and mutual respect naturally facilitates students developing their voice" (Atweh, Forgasz & Nebres, 2013).

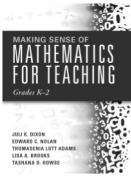
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Students Actively Engaging

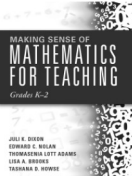
- ▶ Rich Tasks



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Shared Classroom Experience



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Students Actively Engaging

Reflections

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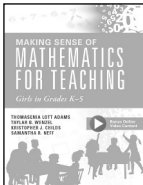
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Students Actively Engaging

- ▶ Honor diverse ways of doing mathematics.
- ▶ Foster interactive classroom discourse
- ▶ Plan for a variety of learning styles
- ▶ Use questioning to boost understanding
- ▶ Apply formative assessment
- ▶ Select appropriate contexts for tasks
- ▶ Model mathematical power
- ▶ Convey positive teacher expectations

(Adams, Wenzel, Childs, & Neff, 2019, p. 34-35)



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Mutual Trust & Respect

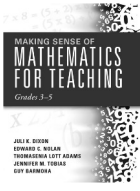
- ▶ For students to actively engage, there must be trust and mutual respect of student voice.

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Mutual Trust & Respect 10

Clarity of Norms



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Mutual Trust & Respect 11

- ▶ What are some norms you facilitate in your classroom to support trust and mutual respect?

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Pando Tree of Your Classroom 12

- ▶ What strategies do you use to be intentional about supporting students to develop voice in the mathematics classroom?

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References

- ▶ Adams, T. L., Wenzel, T. E., Childs, K. J., & Neff, S. R. (2019). *Making sense of mathematics for teaching girls in grades K-5*. Bloomington, IN: Solution Tree Press.
- ▶ Atweh, B., Forgasz, H., & Nebres, B. (Eds.). (2013). *Sociocultural research on mathematics education: An international perspective*. New York, NY: Routledge.
- ▶ Dixon, J. K., Nolan, E. C., Adams, T. L., Brooks, L. A., & Howse, T. D. (2016). *Making sense of mathematics for teaching, Grades K-2*. Bloomington, IN: Solution Tree Press.
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