



Introduction to Building Thinking Classrooms

Facilitator(s):	Kyle Webb
Date:	October 27, 2023
Time:	9:00 am – 3:30 pm
Cost:	
Location:	Red Deer (RD Public Board Office) 4747 53 St.
Session Code:	24-MA-057-CARC

Target Audience

All teachers

About this Learning Opportunity

Problem solving is an effective way for students to learn to think mathematically and to acquire deep knowledge and understanding of the mathematics they are learning. Simply problematizing the mathematics curriculum, however, does not help constitute the practice that teachers want or students need. Equally, infusion of problem-based learning into the mathematics curriculum does not help with the transformations we want to see in our classrooms. What we need are a set of tools that, along with good problems, can build thinking classrooms.

In this day of professional learning, we look at a series of such tools, emerging from research, that can help to build an environment conducive to problem-based learning. We will unpack the research behind Thinking Classrooms which demonstrates that a problem-based learning environment and culture can quickly be established, even in classrooms where students resist change.

The introduction workshop is appropriate for all teachers, whether or not they have read Building Thinking Classrooms already. Teachers will experience a Thinking Classroom from the perspective of a student, dig into the teacher moves that help facilitate an effective Thinking Classroom, and become familiar with the research behind Building Thinking Classrooms.

This learning opportunity is being subsidized through funding from Alberta Education.

About the Facilitator(s)

Kyle Webb

Kyle Webb works as a Numeracy Learning Consultant in Regina, SK, Canada. Prior to working as a learning consultant, he taught grades 6 through 12 math, science, STEM, and worked as an educational technology teacher coach. Kyle is passionate about mathematics education, especially shaking up the status quo seen in traditional mathematics classrooms. He is a strong advocate for Thinking Classrooms and has worked closely with Peter Liljedahl in recent years diving deeper into the practices while directly supporting hundreds of classrooms and their teachers in implementing the 14 practices. Kyle spends most of his time in classrooms working with teachers and students and believes that rich, contextually based tasks and utilizing concrete and pictorial representations can propel student learning at all levels of mathematics.