

**ELEMENT** Domain 2 - Create Safe Conditions for Rigorous Mathematics Learning

2.1

Element 2.1 - Develop democratic relationships

The following suggestions for practice are extracts from the 'Transforming Tasks' module on the Leading Learning resource:



How does the technique **Use dialogue** support Element 2.1 - Develop Democratic Relationships?

When using this transformation technique, the teacher shares power (develops democratic relationships) by designing opportunities for learning focused dialogue rather than taking complete and immediate control of the instruction of mathematical concepts and procedures. Purposeful use of dialogue can position students as creators of knowledge rather than receivers of information. This communicates to students that their current understanding is acknowledged, respected, valued and utilised. In this way, the relationship between teacher and student is more democratic than situations in which the teacher positions himself, or herself, as the sole provider of information.

In the Primary Years 'Community of Inquiry' (COI) example the teacher's role is one of provocateur and listener, although when first initiating COI, teachers may also need to model behaviours that support the COI to function productively, eg 'piggybacking' on ideas raised by others, respectfully challenging content rather than the person expressing a particular idea, willingness to change your perspective in light of new information, willingness to pose questions as well as contribute opinions and information etc.

Supporting democratic relationships between students, involves teachers being intentional about ensuring that students understand their role in actively and respectfully listening to their peer's questions, concerns and ideas and take responsibility for supporting their peers to feel safe to 'have a go'. In this way the teacher is actively supporting the development of democratic relationships.

COI process can be found online eg <http://museumvictoria.com.au/education/community-of-inquiry/>