



ELEMENT Domain 2 - Create Safe Conditions for Rigorous Mathematics Learning

2.3 Element 2.3 - Negotiate learning

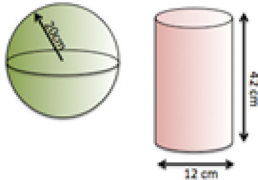
The following suggestions for practice are extracts from the 'Transforming Tasks' module on the Leading Learning resource:

Strategy

Tell to Ask

Technique

Student voice: Ask students to decide how they might do this best.

Level	Before	After
Primary	<ol style="list-style-type: none"> Before Symmetry worksheet: Draw two items of clothing, one symmetrical and one asymmetrical. Describe two objects from the natural environment, one symmetrical and one asymmetrical. State two modes or transport, one symmetrical and one asymmetrical etc. 	<p>The teacher poses a selection of questions, such as these:</p> <ul style="list-style-type: none"> Clothing. Symmetrical or not? Nature. Symmetrical or not? Modes of Transport. Symmetrical or not? Symmetry- Necessary/ unnecessary/ useful or not? (Don't limit your thinking to line symmetry. You could consider rotational symmetry etc) <ol style="list-style-type: none"> Choose one of the questions above, or suggest a questions that you think will enable you to show your understanding of symmetry. How will you find out? How will you show your ideas. How will you work: individually, with a partner, or in a small group?
Secondary	<p>Assessment Surface Area Test</p> <p>1. Calculate the surface area and volume of:</p> 	<p>How could you demonstrate the depth of your understanding about calculating surface area? Enabling prompts:</p> <ul style="list-style-type: none"> Think of a context that you would like to apply this learning in. Think of all of the skills that you'd like to be able to demonstrate. (Teacher can support the development of this list) Think about the resources that you could use. Do you want to develop your collaboration skills through working on a joint project or do you want to work independently? Share your ideas with the whole group, in case someone else likes your idea too. Remember that connections to other maths topics or other learning areas can be made. (Negotiate)

How do you think the technique **Student voice** might support **Element 2.3 - Negotiate learning**?

There are many ways to articulate this relationship. One response to this question has been provided on the next page.

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



How does the technique **Student voice** support *Element 2.3 - Negotiate learning*?

When the teacher provides the opportunity for students to have 'voice in their learning', they create the opportunity to negotiate learning.

Part of empowering student voice involves students' understanding that 'having voice' does not mean 'getting your own way'. Students can be challenged develop skills in negotiating appropriate learning. For example, clearly articulating how their approach will work and why they believe it will enable them to do their best. Teachers can use opportunities such as this to reinforce that the right to negotiate brings with it a responsibility to maintain the rigour and focus of the learning intentions.