

Digging Deeper into Narratives

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Purpose:

Participants will practice unpacking a narrative using the questions introduced during the keynote.

Working Agreements

- They are **ALL our kids**.
- This is **work for ALL of us**.
- We **speak** about students, families, and teachers **in a way that is respectful and maintains their dignity**.
- Assume positive intent. Realize that **impact > intent**.
- Be **comfortable with discomfort** and non-closure.

Assumptions Lead to Decisions

I can only know my own experience.



My experiences shape my assumptions and thus, my narratives.

AND

My assumptions are often invisible to me.



I make decisions through the lens of my assumptions.

AND

Invisible assumptions can lead to unintended consequences.

Making Assumptions Visible

We ask questions!

- “What **assumptions** does this narrative make?”
- “**Who benefits** from this narrative? Who does not? Who is left out?”
- “What would it sound like to **make different assumptions**?”

What Narratives Do We Hear?

- Student capacity/ability
- Home life/parental support
- Technology
- Mathematics

Let's Try It!

Narrative: **“Students can't do higher level math because they don't know their math facts.”**

What assumptions does this narrative make?	Who Benefits? Who does not?	What could a reframe sound like?
<ul style="list-style-type: none">• Students who know their facts are good at math.• That facts are a gatekeeper to higher math.• That memorizing facts is a goal worthy in and of itself.• That memorized multiplication facts are the same as multiplicative thinking.• That students reach a point where it is too late.	<ul style="list-style-type: none">• Benefit:<ul style="list-style-type: none">• Students who are good memorizers.• Teachers who have an excuse to explain their own struggles.• Does Not Benefit:<ul style="list-style-type: none">• Students who are not fast at recall.• Students who use some facts to connect to others.	<ul style="list-style-type: none">• Students who do not know their facts CAN access higher level math.• What do students need to know to be able to enter into a given task?• How does understanding relationships support the learning of math facts?• Facts are one tool in the math toolbox.• When does a calculator support the learning/understanding of a concept and when does it not?

Now You!

- **Select** a narrative.
- **Unpack** it using the following questions:
 - *What assumptions does this narrative make?*
 - *Who benefits from this narrative? Who does not? Who is left out?*
 - *What would it sound like to make different assumptions?*
- **Show** your thinking on a poster.

Sharing Our Thinking

- Do gallery walk to see other groups' work.
- Use the Post-Its to offer feedback to the other teams.
 - *Your thinking makes me think...*
 - *One connection that I have to this is...*
 - *This makes me wonder...*

Turn and Talk

- What is something that you are taking away from today that has moved your thinking?

Committing to the Work

- How will **I** (me, personally) challenge narratives and assumptions?
- How will **we** (us, together) challenge narratives and assumptions?
- How will we **hold one another accountable** in this work?

Remember...

They are **ALL** our kids.

This is work for **ALL** of us.

Be the **first**.

THANK YOU!!!

Please feel free to contact me with any questions that you have.

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