Digging Deeper into Narratives

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Math Solutions
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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.

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.”

<table>
<thead>
<tr>
<th>What assumptions does this narrative make?</th>
<th>Who Benefits? Who does not?</th>
<th>What could a reframe sound like?</th>
</tr>
</thead>
</table>
| • 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. | • Benefit:  
• Students who are good memorizers.  
• Teachers who have an excuse to explain their own struggles.  
• Does Not Benefit:  
• Students who are not fast at recall.  
• Students who use some facts to connect to others. | • 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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        #InspireMathCulture