

# CHALLENGING TASKS

## TOP 5 TIPS FOR TEACHERS

Running rich and challenging tasks remotely that usually require collaboration and discussion can be a challenge, but it is possible! Try these tips to help make your activities engaging and meaningful.

### 1. ENSURE A LOW ENTRY POINT FOR ALL TO GET STARTED

Normally rich tasks would have a low entry to allow all students to get started. In the case of independent and remote learning, this will be an essential part of setting up your activity. Providing an open middle, and high ceiling is still relevant to allow all students to achieve and demonstrate various levels of thinking and ability.

### 2. SCAFFOLD MORE THAN USUAL

To ensure all students can progress, you may need to scaffold your rich task a little more than normal. Scaffolds may include prompts that could be provided at various stages, or a more guided set of instructions to help students progress through the thinking for the investigation as required. Some students may need more scaffolding than others; scaffolds could be differentiated according to ability.

### 3. CHECK ON PROGRESS

To ensure students are progressing on a task, regular opportunities for checking in with the teacher are required. There may be milestones within the task where students can post a brief response to a chat board or directly to you that indicates they have reached a certain point in their work. Responses may include written explanations. Annotated photos or videos of a student explaining their work may provide deeper insights that can also be shared to help other class members. You may also hold a video conference discussion to share and deepen thinking between class members.

### 4. COLLABORATE

Using virtual tools students can share their thinking to help others find a way forward. Ideas are:

- Clarify mathematical language with others.
- Share strategies and see if people used the same or different strategies.
- Record and share a reflection. Did others have similar experiences?
- Give a related problem to someone and see which strategy they used.
- Allow students to ask another class member for tips.
- Take a photo of work, and share. Did other peoples' work look the same? Explain.

### 5. RECORD THINKING

A learning journal, or scaffolded record sheet to help students record their progress and thinking is an essential part of delivering rich and challenging tasks remotely. This will allow you to see student thinking develop, and can be used as a way to assess students progress and skills.

