

# Continuing the Learning:

## Building Thinking Classrooms

### Implementing **V**ertical **N**on **P**ermanent **S**urfaces (VNPS) and **V**isibly **R**andom **G**rouping (VRG)

Based on the work of Peter Liljedahl



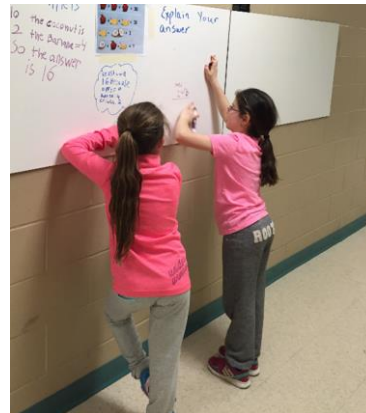
St Patrick Elementary



St Emily



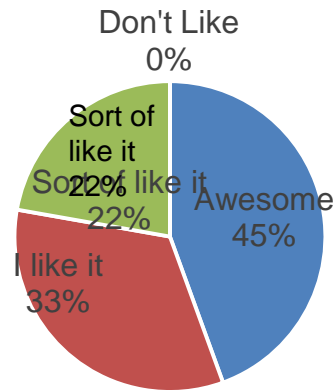
St Rose of Lima



OTTAWA  
CATHOLIC  
SCHOOL BOARD

# Learnings

## Student Comments from 9 Applied and 12 U Math Classes



## Teachers Reflections

- Students were on task and easily redirected
- Immediate teacher feedback was easier and quick to establish
- [Some] students were challenged with the random groupings
- VNPS works best in rooms that are defronted, uncluttered
- Teachers have to be open for the initiative to be successful
- NPVS supports self regulation
- Have students use an Ipad to explain their thinking

## Principals Reflections

- Used NPVS with students during PLCs to observe student thinking [and] pedagogical documentation [to inform] debrief [and formulate] next steps
- VNPS promote and provide a thinking, collaborative and problem solving environment, where students feel safe asking questions
- Promotes curious learners. Teachers become facilitators
- The more often the random grouping was used, the more comfortable the educators became with the uncertainty
- Co-teaching opportunities and the chance to collaborate with each other were key to the success