



BUILDING  
THINKING  
CLASSROOMS®

# BUILD THINKING CLASSROOMS WORKSHOPS

TURN MATHS LESSONS  
INTO THINKING  
LABORATORIES

A two-day workshop to take you from explaining mathematics to designing classrooms where students actively think, collaborate and build deep mathematical understanding.

✓ 8 - 9 JUNE 2026  
08:30 - 16:00

✓ International  
Düsseldorf

✓ Workshop Facilitator: Nova  
Katz, Building Thinking  
Classrooms European  
Consultant

✓ Registration fee: €550

[Register](#)



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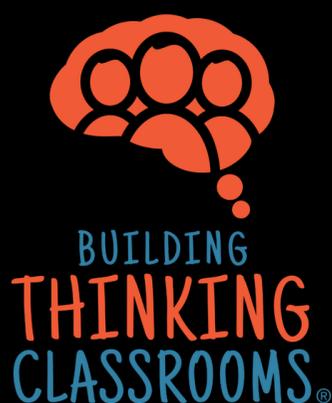
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# BUILDING THINKING CLASSROOMS WORKSHOP



## TURN MATHS LESSONS INTO THINKING LABORATORIES

### June 8: Building Thinking Classrooms

The new landscape of mathematics teaching and learning is vastly different from the way we have become accustomed to thinking about mathematics. There is now a focus on process over product, understanding and self-authored procedures are given prevalence, and even what constitutes mathematical knowledge is changing. In the midst of all of this change one thing is becoming blatantly obvious – our traditional methods of assessing students are no longer adequate. We need to rethink and reorient our assessment practices to better align with the changing curriculum, our evolving teaching practices, and the new goals for education.

In this session we will begin this reorientation. Teachers will leave with a greater insight into the need and use of progressive assessment, as well as some of the tools to begin to design and utilize alternate assessment practices in their own teaching. This workshop will intertwine with, and make extensive references to, the best-selling book, *Building Thinking Classrooms in Mathematics (Grades K - 12): 14 Teaching Practices for Enhancing Learning*.

### June 9: A Deep Dive into the Heart of Building Thinking Classrooms: Thin-Slicing 101

Building Thinking Classrooms is a practice most well known for having students working on thinking tasks, in random groups, and at vertical whiteboards- all of which take place during the body of the lesson.

In this session, we will discuss why these practices are important as well as why it is important to think beyond the body of the lesson to the closing of the lesson. In particular, we will look at the new research on the three practices that close a thinking classroom lesson- consolidation, meaningful notes, and check-your-understanding questions. These three practices are instrumental in helping students turn the unorganized, unstructured, and informal conception they gained from their group work into organized, structured, and formalized learning for themselves.

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