A Vision for Numeracy Teaching and Learning

"We see....."

Curriculum design

- Consistent structure and approach across school – (Evidence of PVPS Numeracy Lesson Structure).
- Developmental – Scaffolding.
- Focus on being numerate, the application of real life maths.
- Use of current departmental policies**.**

Teaching and learning (classroom activities, and student interaction)

- Different groups – individual, group, pair, share, whole class, peer tutoring, curiosity asking questions, exploring.
- Concrete/hands on, challenging, active.
- Recognise the importance of mathematical talk. Promote student discussion.
- Differentiation of lessons (catering to different learning styles).

Staff interaction and development

- Professional learning teams, relevant Professional Development. Staff involved in professional conversation.
- Coaching and mentoring.
- Build teacher knowledge and capacity.
- Continuous improvement- building expertise (Sharing).
- Collegiate support – walk throughs/ share resources. Instructional rounds.

Assessment

- Ongoing assessment to inform teachers parents and students.
- Variety – Informal/Formal, observations, tests.

Parents and community

- Parents understand the value of family numeracy activities.
- Showcasing what's happening in class/school. Assembly presentations, newsletter, family forums, school website.
- Involved in more competitions. Including World Maths Day, AFL Quiz and any other upcoming competition that may arise.
- Open Days to showcase maths classes to parents and the greater community.
- Newsletter activity. Fortnightly maths challenge.

Student learning outcomes

- Students reflect on their learning.
- High expectations for all students.
- Students to feel confident in their abilities as mathematicians.
- Students to understand why they are solving problems- the relevance to real life maths.
- Continuous improvement from all students.
- Maximising Outcomes
- Take responsibility for their learning.

Resources

- Concrete materials, ICT where possible.
- Resources easily accessible.
- Visual displays – Numeracy board.
- Central locations - basic set of resources in every class.

Overview of Vision

Curriculum Design

Throughout our planning sessions, consistency with the content that all teachers are delivering to their students needs to further develop. There was also discussion in terms of developing problem solving skills within our numeracy classes to promote rich mathematical vocabulary of the students.

Teaching and learning.

I believe that through the creation of a classroom numeracy structure that our School will develop classes which are more hands on and create opportunities for discussion and problem solving.

Staff Interaction and Development

From the start of the year there has been a big focus from our principal on improving the practice of all our teachers. She has facilitated professional discussion and also many staff are beginning to become more motivated to share ideas with other teachers.

Assessment

There is not too much change in the way staff will be undertaking assessment. However what will develop is being able to apply assessment of students to planning.

Parents and the community

With the development of a new web site for the school, it would be greatly beneficial to use the site as well as newsletters to demonstrate to parents what is happening in the school. It is important for me to ensure that we are consistently advising parents to what is happening in mathematics.

Student Learning Outcomes

For students to improve their problem solving skills, staff recognised as highly important that students develop the ability to take responsibility for their own learning. The staff would like students to develop strategies for solving problems and not rely on teachers to give strategies and answers.

Resources

It had become common knowledge to all the staff that many of our resources were dated. It was essential that we undertake an audit on what resources we had.