



Brighton Primary and CDE 2016  
WORLD CLASS LEARNERS

DEVELOPING EXPERT LEARNERS  
TfEL Domain 3

Early Years Learning Framework  
Dispositions

Australian Curriculum  
General Capabilities

**NUMERACY +**  
*Problem solving, reasoning, understanding, fluency*

<p><b>CURRICULUM</b> EARLY YEARS NUMERACY INDICATORS  AUSTRALIAN CURRICULUM – NUMERACY CONTINUUM MATHEMATICS</p>	<p><b>INQUIRY PEDAGOGY</b> BACKWARDS PLANNING</p>	<p><b>ASSESSMENT</b> DIAGNOSTIC  STANDARDISED</p>
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**CONTINUITY OF LEARNING**

**Numeracy Plus**  
*Numeracy Plus aims to gain higher achievement, engagement, intellectual stretch, resilience and a growth mind set for every learner in numeracy – for all to be powerful learners of numeracy.*

- Track, monitor and respond to every learner's growth.
- Have a numeracy improvement cycle
- Enact change in pedagogical practice
- Identify and enact clear intervention processes

**Inquiry pedagogy**  
Mathematical Proficiencies

- Educator workshops
- Leader workshop
- In site support – modelling and observations
- PLC sharing of learning
- Mentoring

**Educator Accountability**

- Implementation of pedagogy
- Data collection and analysis
- Reflective journals
- PLC sharing
- Research based and driven

Effective Pedagogies	Guided Practice / Mini Lessons	Problem Solving	Events and Forums
<p>Effective pedagogies will allow each student to access the curriculum in a way that enables students to:</p> <ul style="list-style-type: none"> <li>Learn in their zone of proximal development with challenge and rigour</li> <li>Develop productive dispositions to learning</li> <li>Become self- motivated learners of mathematics</li> <li>Learn in teachable moments from authentic real world experiences through problem solving and reasoning</li> <li>Celebrate successful learning and engage in mathematics with persistence and excitement</li> </ul>	<p>Educators and students will use data and feedback to identify conceptual misconceptions.</p> <p>Guided practice and mini lessons will be used by students to develop conceptual understandings through Concrete and pictorial approaches to develop and apply abstract understandings</p>	<p>Opportunities for students to engage with authentic unfamiliar problems will be part of weekly mathematics investigations.</p> <p>This approach supports students by</p> <ul style="list-style-type: none"> <li>Providing multiple entry points</li> <li>Developing positive dispositions</li> <li>Applying mathematical concepts to real world experiences</li> <li>Ensuring transference of knowledge to a range of situations thus providing the opportunity to achieve a “C” standard</li> </ul>	<p>Students demonstrate their understanding of numeracy in a range of ways:</p> <ul style="list-style-type: none"> <li>ICAS</li> <li>Maths Olympiad</li> <li>Open Night</li> <li>Back to Front Maths webinars</li> <li>Partnership parent workshop with Anne Baker</li> <li>Kitchen Garden</li> </ul>
Challenging students	Intellectual Stretch Assessment	Differentiation	Professional Learning Teams
<p>Students are encouraged and supported to</p> <ul style="list-style-type: none"> <li>Identify and achieve personal learning goals</li> <li>Direct and own their learning</li> </ul> <p>by using questions including</p> <ul style="list-style-type: none"> <li>What do I need to learn?</li> <li>How will I learn it?</li> <li>What will I use to develop my understanding?</li> <li>How does this apply to other problems and situations?</li> </ul>	<p>Problem solving and reasoning will be used to ensure student thinking is made visible and students are able to demonstrate learning and understanding in a range of ways.</p> <p>Questioning by both educators and students will drive and inquiry and investigation pedagogy.</p> <p>Questions may include</p> <ul style="list-style-type: none"> <li>What do you notice? Why?</li> <li>What strategy did you use? Is there another way? Which is more efficient? Why?</li> <li>What do you think? How do you know?</li> <li>Can you explain your thinking?</li> </ul>	<p>Effective teaching is designing learning so that all learners learn what they are entitled to through</p> <ul style="list-style-type: none"> <li>Making connections to student experiences</li> <li>Scaffolding learners with support</li> <li>Providing a range of manipulatives ensuring a multi-sensory approach</li> <li>Varying group sizes and participants</li> <li>Providing time to explore, observe and practice</li> <li>Direct explicit instruction</li> <li>Guided practice</li> <li>Appropriate adjustments for NEP and ILP students</li> </ul>	<p>Professional Learning teams are established in each year level and all teachers are expected to actively participate and share learning.</p> <p>The focus of PLT's is on reflective practice to improve student learning outcomes using the Dufours Critical questions as a guide for dialogue and sharing.</p> <p>Through this approach teams are expected to</p> <ul style="list-style-type: none"> <li>Collect, share and analyse data</li> <li>Develop consistent practice and language</li> <li>Design learning that ensures continuity and consistency for students and is reflective of the Australian Curriculum.</li> <li>Observe and provide reflective feedback on practice to colleagues</li> </ul>