

Extending Mathematical Understanding (EMU) Principles for Classroom Teachers

Event Overview:

The focus of Extending Mathematical Understanding (EMU) Principles For Classroom Teachers is designed to provide a practical approach for focusing on enhancing classroom practices and pedagogical knowledge at Tier 1 which will result in improved student learning outcomes.

The Professional Learning Modules will support participants to:

1. Increase teacher instructional knowledge (PLC Q. 5)
2. Advance students' mathematical learning based on the EMU principles:
 - *Children construct mathematical ideas from their experiences*
 - *Children learn through being actively and intensively engaged in challenging mathematical learning experiences*
 - *Children construct mathematical ideas through noticing, discussing, listening, simulating and reflecting upon their mathematical experiences*
 - *Mathematical learning involves taking risks and this require confidence*
3. Articulate how data directly influences explicit learning and teaching of mathematics
4. Develop an understanding of the learning trajectory in mathematical concepts
5. Reflect on their role throughout each of the learning experiences

Who can participate?

These modules are designed for **whole school or teams of classroom teachers** who leadership have recognised require support in the learning and teaching of mathematics.

How will the program be structured?

The program will be facilitated by CEOB staff structured around Professional Learning Modules spaced throughout the year.

Modules will be 90 minute sessions after school via video conference or facilitated at the school. Schools could opt for a closure day completing several modules in a day. Schools may combine as a network for these sessions. (Based on the structure of the Intervention Framework Modules)

Between session tasks: professional reading, recording of a classroom session or PLT based on the learning from the module, use of data to inform teaching etc....

The content will include:

- Unpacking the learning trajectory of key mathematical concepts eg. Place value, the 4 processes
- Data analysis and interpretation
- Planning for engaging and challenging instruction and differentiation
- Strategies for choosing appropriate learning experiences

The program has been designed to:

Build the capacity of teachers around explicit mathematics planning and instruction using researched

and evidenced based best practices.

What is expected of participants?

- Attend all of the professional learning modules
- Engage in self - reflective practices including coaching conversations, professional reading, classroom demonstration or observation and ongoing feedback
- Complete and maintain in between module tasks and be prepared to share practice (video of a strategy or success or a challenge).

What is required of the Principal?

- Nominate and/or approve participants for this professional development
- Schedule a 90 minute PLT meeting for each module
- Ensure participants are aware of all requirements
- Meet regularly with the participants to discuss their ongoing learning.

What you can expect from the CEOB:

CEOB staff will:

- Professional Learning Modules that will have rigour and integrity around data driven instruction for Mathematics teaching and learning
- Ongoing conversations with school teams between the modules.

Registration:

Registration will be available [online](#) early in the 2019 school year. Registration implies that participants have the full support, as outlined, of their school principal.

Endorsement:

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