

## “Lift the Mathematical Learning”

### Event Overview:

The focus of “Lift the Mathematical Learning” is designed to provide a practical approach for focusing on enhancing the capacity of teachers to extend and engage highly capable students.

The Professional Learning Modules will support participants to:

1. Identify students who are highly capable in Mathematics (e.g. achieving Stanines 8 or 9 in PAT and/or consistently placed in ‘blue’ on CFAT Proficiency Scales).
2. Increase teacher instructional knowledge/ whole school knowledge around the researched strategies that will guarantee every student including those identified as highly capable will receive the time and support needed to achieve at least a year’s growth for a year’s input. (PLC Q. 5)
3. Consistently apply the principles of Visible Learning, including Learning Intentions, Success Criteria and Feedback etc. to the learning and teaching of Mathematics.

*“Learning targets convey to students the destination for the lesson; what to learn, how deeply to learn it, and exactly how to demonstrate their new learning..... without a precise description of where they are headed, too many students are “flying blind.”*

*Moss, Brookhart, Long (2011)*

4. Understand the learning profiles of highly capable students and provide a learning environment for them in which they are academically challenged and encouraged to take risks with their thinking.

*“Ever tried, ever failed? No matter. Try again, fail again, fail better.” (Samuel Beckett)*

### Who can participate?

These modules are designed for **whole school or teams of classroom teachers** who are focusing on growth for ALL in the learning and teaching of Mathematics. Ensuring teachers and students are clear on their learning pathways.

### 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:

- Effective research-based strategies that will guarantee every student will receive the time and support needed to learn to high levels

- Providing teachers with structures/strategies and reflective processes to determine their impact on student learning
- Dialogue around learning goals/ proficiency scales
- Planning for engaging and challenging instruction and differentiation
- The Learning Pit - fostering determination and grit in the face of learning challenges
- How to determine the level at which students are working

**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 provide:

- 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:**

Leigh Mitchell

