

Mathematics: Fundamentals of Best Practice

Event Overview:

The focus Mathematics: Fundamentals of Best Practice is to support classroom teachers in their proficiency and understanding of evidence based practices that will enhance student learning.

The three-day program will support participants to:

- articulate how data directly influences explicit learning and teaching of mathematics
- develop an understanding of the learning trajectory in essential mathematical concepts with a particular emphasis on place value
- demonstrate proficiency in their classroom practices
- network with colleagues.

Who can participate?

This three-day program will address the skills and competencies required of teachers who are teaching in Foundation – Year 6. The program has been designed to build the capacity of all teachers but would ideally suit beginning teachers or those returning to a mathematics classroom. It will clearly focus on the **fundamental understanding and skills** that are required in order for teachers to build greater proficiency in the teaching of mathematics.

2019 Dates:

- Day 1 19th February
- Day 2 2nd May
- Day 3 24th July

How will the program be structured?

The program will be conducted by CEOB staff over three individual days that will span the first three school terms of 2019.

The content will include:

- Unpacking of the Mathematics Assessment Interview, NAPLAN and PAT M data
- Data analysis and interpretation
- A focus on Assessment of and for learning
- Administration of Common Formative assessments
- Planning for instruction and differentiation
- Strategies for choosing appropriate learning experiences
- Explicit instruction in the structure of the Mathematics session e.g. learning intentions and success criteria
- Documentation support.

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?

- Register and attend **ALL days** of the professional learning

- 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 around place value)
- Maintain a portfolio that contains mathematics assessments, planning documents, data sets in between module tasks, self - reflections and personal goal setting etc.
- Present their learning to the school leadership team or staff group in a way that articulates and demonstrates:
 - How has your knowledge and practice changed?
 - How this learning impacted on student outcomes?

What is required of the Principal?

- Nominate and/or approve participants for this professional development
- Ensure release is available to attend the three professional learning days
- Provide time for the participant to be coached by CEOB staff in the school setting
- Ensure participant is aware of all requirements
- Meet regularly with the participant to discuss their ongoing learning.

What can you expect from the CEOB?

CEOB staff will provide:

- Professional Learning days that will have rigour and integrity around data driven instruction for Mathematics learning and teaching
- CEOB staff will engage with each participant within the school and classroom environment in a coaching capacity (frequency of this will be determined by the number of participants) providing regular feedback and goal setting.
- Meet with the principal to ensure that expectations of CEOB staff and participants are met.

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

