|  |
| --- |
|  |
|  |
|  |

**Enhancing Mathematical Learning Through Talk : Follow up Tasks for March – May 2015**

**Making Connections – Connecting the threads**

**Task 1**

Re-read **Task 1** from the follow up activities from CPD day 3 and, In the light of the issues and ideas arising from today’s review of journals (CPD Day 4 session 3) identify something new that you would like to try (or something that you would like to revisit) as part of our ongoing exploration of enhancing mathematical learning through talk. Remember that we are trying to identify:

1. learning tasks that challenge children’s mathematical thinking (reasoning and talk) and,
2. teacher interactions that illustrate four of Alexander’s (2008) criteria for dialogic teaching and therefore:

**encourage children to think and think in different ways;**

**use questions that invite more than simple recall;**

**use phrases and prompts that build upon children’s responses;**

**and feedback that informs and prompts children to take the next step (and also**

**encourages!)**

Wherever possible, make some notes or, if you can, audio- or video- record the children’s maths talk, conversations and discussions.

Remember to annotate/reflect in your journal using the Framework for Reflection as appropriate.

**Task 2**

Complete two or more readings and take some time to reflect in your journal on the issues arising using the Framework for Reflection prompts as appropriate. Some of the readings provide more background insights into involving parents in supporting children’s learning in maths and are useful in relation to Task 4. Several articles link to the theme of ‘making connections’ and ‘using representations’ which will be picked up and developed by Tim Rowland on CPD day 5. And one article introduces the notion of ‘growth mindset’ which links to ‘classroom climate’ under KS1 Learning Community on the Framework for Reflection.

**Task 3**

Continue to refresh your mathematics subject knowledge using Derek Haylock’s *Mathematics Explained for Primary Teachers* as support. Contact Sally Paggetti if you would like some one-to one subject knowledge support: [sally.paggetti@tesco.net](mailto:sally.paggetti@tesco.net)

**Put dates for next Hub meetings in your diary.**

Take some time to reflect in your journal on the subject knowledge issues arising for you using the Framework for Reflection as appropriate.

**Task 4**

Reflect on the different approaches to involving parents in supporting maths learning in your school and have a conversation with colleagues about the possibilities for development.

Send electronic copies of parents’ leaflets and any other resources that you would be willing to circulate amongst the group to Davina [DSalmon@wandsworth.gov.uk](mailto:DSalmon@wandsworth.gov.uk)

**References**

Boaler, J. (2013) *Ability and mathematics: the mindset revolution that is reshaping education* FORUM No 55 Vol 1 [www.wwwords.co.uk/FORUM](http://www.wwwords.co.uk/FORUM)

DCSF (2008) *Independent Review of Mathematics Teaching in Early Years Settings and Primary Schools*

Final Report Sir Peter Williams **Chapter 6 Parents and families** DCSF Publication

Tracey Muir *Numeracy at Home :Involving Parents in Mathematics Education downloadable from the internet*

Haylock, D with Thangata, F (2007) *Making Connections* in *Key Concepts in Teaching Primary Mathematics* SAGE publications

Haylock, D and Cockburn, A (2008) Chapter 1 *Understanding Mathematics for Young Children 3-8 A Guide for Foundation Stage and Lower Primary Teachers* SAGE publications