



Mid North Education Centre

Whole Site Commitment in Numeracy



What do we want our students to learn?

At Mid North Education Centre we believe a Whole Site Commitment to the teaching of Mathematics is important to

- Develop and apply **innovative pedagogies** as a whole school to respond to our learners needs.
- To engage students in **functional** numeracy for play and daily living and to develop skills to be **able to communicate** their knowledge and understanding.
- Recognise the importance of **concepts development** and being innovative in pedagogy and assessment to acknowledge and celebrate learning and student achievement.

At Mid North Education Centre – we have adopted ‘Early Years Framework’ definition of Numeracy

“Numeracy is the ability to use mathematical information to solve problems and respond to day to day challenges”. EY Framework

Attributes of our Numeracy Learners

Acknowledge our learners come with differing **prior knowledge, strengths** and **areas of interest**.

We aim to develop Numeracy learners who are

- Becoming **confident** and **curious** in using inquiry and problem solving skills
- Being able to make **connections** to real life experiences
- Oral language or alternative **communication**
- Using **qualities for learning** (Respect, Responsibility, Confidence and Persistence)
- Use their **strengths** and **interests**
- Knowing mistakes are a part of the learning process (**growth mindset**)

How will we know if our students got it?

At Mid North Education Centre we will use the following when planning Numeracy learning

- **Differentiation** – Establish a **student goal** and learning programme, monitor progress and report on a student based goal on inquiry learning- using investigative problem solving, curiosity, questioning, exploring, as referenced against the AC maths curriculum. (General Capabilities, Numeracy continuum, Content descriptors) (Numeracy Learning Continuum, Critical and Creative Thinking Continuum)
- Apply the Australian Curriculum
- Introduction of **data assessment and reporting tool** e.g. MNEC-Basic Numeracy Skills. **Data to be referred to inform teaching practice**. Information from NEPS, IEPs, ILPs. TROLL data, Engagement matrix,
- Use Summative and Formative assessment including anecdotal observations and photos
- We refer to TfEL, Aboriginal 8 ways of learning and Early Years Framework
- Opportunities to use their Numeracy learning in **various setting** e.g. shopping, Men’s shed etc.
- Visuals and communication devices

Appendix of MNEC working documents – Numeracy

“Site Improvement Plan”, Mid North Education Centre, 2015
 MNEC Annual Report 2015
 What does Differentiation look like at Mid North Education Centre in 2016
 Improvement Directions from our Data and PD/ New Learning, Mid North Education Centre, 2015 and 2016
 Problem Solving in Numeracy - Research Curriculum Support Team Numeracy 2015 & 2016
 MNEC Contextualised Indicators, Early Years Framework MNEC Pupil Free Day in 2016
 MNEC staff meeting minutes 2015 and 2016

So what will we do to get there?

Teaching Strategies

- Differentiation – Individualised student goals
- Inquiry learning – open ended/ Levels of questioning
- Intentional teaching
- Play- based pedagogies alongside communication devices and language
- Hands on/ students doing
- Outdoor Learning through outdoor learning spaces e.g. Sensory garden and Outdoor kitchen /resources.
- Teachable moments
- Use of digital technologies
- Connecting learning to real world/ personal meaning

Resources (selection of teacher/current resources)

- Research work undertaken by our **Numeracy curriculum team** – Data assessment tool and Outdoor Learning Areas – Preschool Outdoor Learning Environment, the BRIARS and the Nest
- Site Improvement Plan
- Aboriginal 8 ways of learning
- iMaths - focus on questioning, language and literacy
- nrich.maths.org
- Implementation guidelines for Indicators of Preschool Numeracy and Literacy
- Use of Early Years Pedagogies
- Ongoing Professional Development for all staff
- Collaborative class work and between teachers
- Pat M (emerging)