MATHEMATICAL THINKING WITH FOUNDATION PHASE TEACHERS

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TARGET AUDIENCE: Foundation Phase teachers

DURATION: 2 hours workshop

MAXIMUM NUMBER OF PARTICIPANTS: 15

ABSTRACT

This workshop will involve Foundation Phase teachers in thinking mathematically by engaging collectively in a few mathematical tasks. By thinking about how we approach and discuss mathematics, we are better able to support our learners. For Foundation Phase teachers this is often difficult: we already know the mathematics which children need to learn; but can't recall how we came to know it. Without this struggle for understanding ourselves, it becomes hard to support learners to come to know the mathematics they require. This workshop will be facilitated to allow space to reflect on what makes our thinking mathematical.

MOTIVATION FOR THE WORKSHOP

Foundation phase teachers have few opportunities to engage in rich mathematical tasks which are accessible at the level of mathematics where they are confident and where they are required to teach. This workshop is intended to provide a space for Foundation Phase teachers to work on appropriate and accessible mathematical tasks which will illicit mathematical discussion with their peers.

DESCRIPTION OF CONTENT OF WORKSHOP

The facilitator will briefly introduce the theoretical rationale for why all mathematics teachers (including those at Foundation Phase) ought to engage themselves in tasks that demand mathematical thinking. This will followed by offering a couple of mathematical tasks which will carefully selected to ensure that they have "high ceilings" but "low thresholds" (acknowledgements to Toni Beardon for this task description phrase). The participants will engage with the tasks, with the facilitator drawing attention and creating time for reflection on what makes their thinking mathematical.