

LMN B-12 Numeracy Agreement

<p>Programming and Curriculum Requirements for Numeracy</p> <p>Growth mindset, intellectual stretch and productive failure underpin curriculum design</p> <ul style="list-style-type: none"> Numeracy is every teachers business, across all learning areas. Explicit teaching of numeracy components to be taught in all relevant curriculum areas. Explicit linking of numeracy skills from one curriculum area to another. <p>The curriculum documents to guide programming: Early Years Learning Framework Preschool Numeracy Indicators Australian Curriculum</p> <ul style="list-style-type: none"> DECD requirements minimum 300 minutes of mathematics/Numeracy from R-7 per week. <p>South Australian Certificate of Education</p> <ul style="list-style-type: none"> Stage One numeracy requirement must pass with a C or above. 	<p>Effective Pedagogies to promote Numeracy skill development</p> <p>There will be a range of effective pedagogies based on current educational research.</p> <ul style="list-style-type: none"> Play based learning. Enquiry based learning. Manipulatives for all year levels. Engagement in rigorous problem solving tasks that promote critical thinking. Explicitly teaching strategies to approach problem solving before, during and after tasks. Making connections to life and prior learning. Differentiation: <ul style="list-style-type: none"> Multiple entry and exit points Task transformation Scaffolding and stretching Appropriate use of correct mathematical language. Open ended learning tasks that have multiple answers using multiple methods. Explicit statement of learning intent, visible and understood by all learners. Use of ongoing formative assessments. Productive group work – collaboration. 	<p>Assessment and Reporting of Numeracy</p> <ul style="list-style-type: none"> Assessment based on the Preschool Numeracy Indicators, Maths achievement standards, general capabilities and cross curricular priorities. Assessment tasks designed to facilitate full range of outcomes (A, B, C) from Year 1 to 12. Preschool and Reception statement of learning includes numeracy outcomes. Use of explicit success criteria to guide goal setting for individual child/child/student and monitoring their achievement. Use of ongoing formative assessment strategies to inform next steps in teaching and learning. Use of common assessment tasks in schools to facilitate moderation across the partnership. Work towards commonality in reporting to child/students and families.
<p>Monitoring for Improvement and Intervention</p> <p>All sites will gather and take notice of feedback from child/students about teaching and learning strategies and pedagogy. In preschool, monitoring of engagement occurs through the use of RRR Involvement Scale.</p> <p>We will use targeted intervention for all child/students not achieving the DECD SEA targets, based on the DECD tiers/waves of intervention model.</p> <p>A focus will be on retaining child/students at higher levels of achievement, including higher bands and growth in NAPLAN.</p> <p>Use of diagnostic assessments to inform of the need for intervention include:</p> <ul style="list-style-type: none"> PASA (R-2) Big Ideas in Number (R-7) Pat-M (3-10) <p>Maths Intervention Kit (NLR+ website), Pat-M on-line resources</p>	<p>PARTNERSHIP VISION</p> <p>Definition of Numeracy The dispositions, behaviours, knowledge and skills needed to use mathematics confidently and successfully across all areas of learning and in their future roles as family, community and workforce members. People need numeracy to solve problems and make sense of time, numbers, patterns and shapes for activities like cooking, reading a map of bill, reading instructions and even playing sport.</p> <p>Vision All learners engage confidently using numeracy skills throughout B-12 education and beyond. They are able to choose and use appropriate mathematical knowledge and skills to solve problems. They have a positive disposition towards numeracy and mathematics, embracing challenge and persisting through difficulties. In the upper years of schooling, child/students embrace subjects with extensive mathematical requirements with skill and confidence. Failure is seen as an opportunity for growth.</p>	<p>Home / Community Involvement</p> <p>Teachers, child/students and families working together, increasing independence and child/student ownership of their learning.</p> <p>Parents to understand the impact / importance of pre-school learning for school and primary learning for secondary.</p> <p>Parents and Schools engage to support:</p> <ul style="list-style-type: none"> Regular child/student attendance. Clear, relevant communication to build and maintain positive relationships. Appropriate opportunities to learn together – workshops, newsletters etc. <p>Continuity of Learning</p> <p>Smooth learning journey, using the Australian Curriculum – Numeracy Continuum. Sites share child/student achievement data.</p>
<p>Using Data</p> <p>All sites to use child/student achievement data to inform site actions (whole site, cohort, individual).</p> <ul style="list-style-type: none"> DECD Requirements <ul style="list-style-type: none"> NAPLAN SEA PAT Maths Plus SEA A/C grades against Achievement Standards EY numeracy indicators LMN <ul style="list-style-type: none"> PASA (R-2) Big Ideas in Number <p>Partnership use of data to analyse achievements across sites. The sharing of data between sites is a basis to discuss effective strategies for improvement.</p>	<p>Professional Learning / Perform & Dev</p> <p>Professional Development plans must address improvement of numeracy child/student learning outcomes.</p> <p>Partnership to provide / facilitate access to targeted professional learning about effective numeracy pedagogy.</p> <p>Partnerships and sites will promote teacher access and participation in relevant professional learning.</p> <p>Professional Learning Communities are integral to the partnership / sites – supporting Visible Learning, including peer observations and moderation processes.</p>	<p>Seamless transition between sites through working together, effective communication and clear and comprehensive processes.</p> <p>Resources</p> <ul style="list-style-type: none"> Ann Baker Strategies Peter Sullivan Quick Smart Program Lady Gowrie and Early Childhood Australia PMA and AAMT <p>Sharing of resources and skills across LMN is embedded.</p>