

Vignette 2 – A rich balance

SUMMARY KEYWORDS

teachers, balance, plan, warm ups, vignette, sequence, work, unit, long term plan, success criteria, selection, collaboratively, activities, lead, learning, exploring, balanced approach, opportunity

SPEAKERS

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Kia ora, and welcome to vignette two, a rich balance, and we're looking at planning. Recently, we had a zoom hui that helped teachers focus on ways to create a balanced approach with their teaching and learning of mathematics. Some of the key messages that we had from Professor Catherine Attard from Western University of Sydney was problem solving should be embedded into the curriculum, but there is a place for explicit teaching, there is a place for ākonga to work both collaboratively and individually. And there's a place to think about the social context of our ākonga, our schools, our community, families, and whanau. We need to think about this balance and just be careful that we're not too influenced by the many binary viewpoints that are out there. And teachers have expressed sometimes feeling a little overwhelmed of knowing where to go for a balanced, neutral approach of effective practice. NZ Maths actually has a way of balancing a plan. Their planning space is an area where teachers can go to and look for plans. One of these is the long-term plans, where there's selection of documents to help teachers create a long term plan, essential stem of sequence lesson activities that we can trust to deliver for us and our students, a very coherent way of exploring mathematics. They come with the early level and late level of each area, and they give us around 50% of the content needed. Some teachers can build into this, some teachers can expand this. Another way is the resource finder, where you can use the menus to select what you'd like, in this case, a unit of work around level four, its shape, and I'm looking particularly at GM 4.5. This will then lead me to a selection of activities that I can use. Each unit will have a clear introduction to give me a purpose, the achievement objective, and specific learning outcomes.

If I go to the achievement objective, it takes me to a deep dive into all that success criteria that lies behind it. And this links nicely with what we looked at in vignette one. It also gives us a breakdown of what sessions are related to this. These provide a nice sequence of events for us as teachers and our ākonga to progress through. Looking quickly in our NZ Maths plans. If we use these to balance a week, let's have a look at a typical term. We could start it by putting in our units of work. But to better balance these concepts, what we can do is pepper the week, with the warm ups we use and try and make sure that our warmups are not related to the work we're doing. In fact, they're a wonderful opportunity to keep previously taught skills alive. So our ākonga have maximum opportunity to remember, retain and apply these concepts. Kaiako have also been exploring ways to balance different approaches. And they can be very flexible. You can see all of them contain warm ups, parts of inquiry, parts of explicit, but they can vary depending on where we are in that learning cycle, and what sort of maths content and

processes are being taught. Again, it's looking at ways to be flexible in how we balance across a week or two weeks or even a term. To conclude the right plan can help us lead to that right engagement for our ākonga.