C:\Users\Andrew Tagg\Desktop\Capture.PNG Become an aspect expert for the mathematics framework

In this activity a teacher (or a small group of teachers) explores a single aspect of the mathematics framework so that they can then share their understanding with their colleagues. After a couple of aspect-sharing sessions, teachers will have enough of a sense of the framework to start thinking about it in relation to their students and class programme.

The resources referred to in this activity can be found by going to the Learning Progression Frameworks <https://curriculumprogresstools.education.govt.nz/lpf-tool/> or to the resources column at <https://curriculumprogresstools.education.govt.nz/lpfs/understanding-the-mathematics-framework/>.

A useful preparation for this activity is reading the two-page more info resource *A rationale for the eight aspects of the mathematics framework*.

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| --- | --- | --- | --- |
| **1.** | **Consider one of the aspects** | | |
| Read the description of the selected aspect in the rationale paper and consider how the aspect relates to the curriculum and the Number Framework. | | | |
|  |  | | |
| **What to do …** | |  | **Record your answers** |
| What is the big idea that underpins the selected aspect?  How does the aspect relate to the strands of the mathematics and statistics curriculum and, if applicable, to the domains of the Number Framework? | |  |  |

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| --- | --- | --- | --- |
| **2.** | **Turning to the aspect in the LPF** | | |
| Explore the big ideas in the signposts for the selected aspect. | | | |
|  |  | | |
| **What to do …** | |  | **Record your answers** |
| Read the big ideas that are associated with each signpost.  Summarise how these big ideas progress from the first to the final signpost in the aspect. | |  |  |

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| **3.** | **A closer look at the illustrations in the selected aspect** |
| Investigate each of the illustrations at the first signpost. Pay particular attention to the annotations which emphasise what you should notice and pay attention to when observing students engaging with similar problems. Consider the range of illustrations at the signpost and how together they provide a comprehensive view of student expertise at that place on the progression.  Record your notes in the table at the end of this document.  Now look at the second signpost. As you consider the illustrations at this signpost think about the “step-up” from the illustrations in the first signpost.  Repeat with the remaining signposts. | |
|  |  |
| **4.** | **Take turns being aspect experts** | |
| In subsequent sessions, teachers take turn sharing their expertise on a single aspect. We suggest that you allow about 20 minutes per aspect and that you share the aspects over a couple of sessions. | | |

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Aspect:

|  |  |  |
| --- | --- | --- |
| **Signpost** | **Ideas underpinning the signpost / things notice** | **One illustration to discuss** |
| 1st |  |  |
| 2nd |  |  |
| 3rd |  |  |
| 4th |  |  |
| 5th |  |  |
| 6th |  |  |
| 7th |  |  |
| 8th |  |  |
| 9th |  |  |