

ESF
英基

GLENEALY SCHOOL

MATHEMATICS PARENT WORKSHOP

Tuesday, 18th March 2025

What did maths look like when you were at school?

Did you learn maths in a particular way?

How was it taught and what were/are your feelings towards maths as a learner?





Glenealy students are...

Safe

Happy

Kind

Balanced and motivated individuals, with a strong sense of wellbeing and belonging



Inclusive and empathetic citizens, demonstrating responsibility towards others and the world around us

Creative and critical life-long learners, applying understanding and skills with ownership over progress and achievement



Active and collaborative contributors, connected within the community and taking action on learning

Learning

Engaged

AIMS & RATIONALE

- To understand approaches to learning and teaching in Mathematics here at GS.
- To see Maths in action and reflect on observations.
- Ways to support your child at home, which complements learning at school.



AGENDA

8:30 - Welcome

8:35- 9:00 - Our initial thinking about Mathematics teaching and learning. Parent Activity.

9:00 - 9:20 - Visiting classrooms to see Mathematics in action.

9:20 -9:30 - Reflecting on what you have learnt and sharing of resources to support you further.

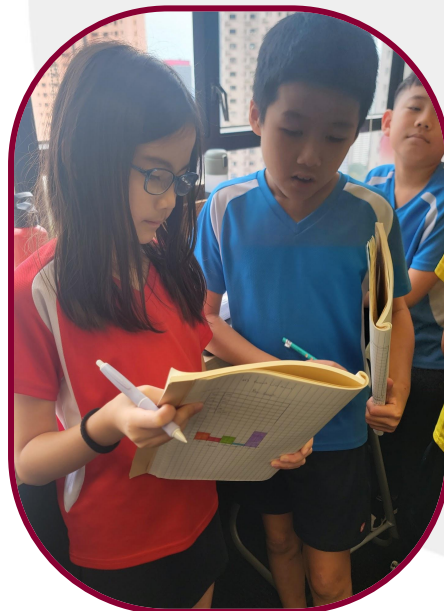


HOW DID YOU LEARN?

What did maths look like when you were at school?

Did you learn maths in a particular way?

You shared some of your thoughts when you first walked in. Please continue this conversation with some people next to you.



ENGAGEMENT FOR ALL LEARNERS



How would you build the next 3 steps?

MATHEMATICS STRANDS

Data Handling

Measurement

Number

Shape & Space

Pattern & Function

A balance between the acquisition of *knowledge* and *skills* and the *development* of *conceptual understanding* is offered within each of these interconnected strands through our transdisciplinary approach

IB CONCEPTUAL UNDERSTANDINGS

	Phase 1	Phase 2	Phase 3	Phase 4
IBO Conceptual Understanding	<p>Numbers are a naming system.</p> <p>Numbers can be used in many ways for different purposes in the real world.</p> <p>Numbers are connected to each other through a variety of relationships.</p> <p>Making connections between our experiences with number can help us to develop number sense.</p>	<p>The base 10 place value system is used to represent numbers and number relationships.</p> <p>Fractions are ways of representing whole- part relationships.</p> <p>The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.</p> <p>Number operations can be modelled in a variety of ways.</p> <p>There are many mental methods that can be applied for exact and approximate computations.</p>	<p>The base 10 place value system can be extended to represent magnitude.</p> <p>Fractions and decimals are ways of representing whole-part relationships.</p> <p>The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.</p> <p>Even complex operations can be modelled in a variety of ways, for example, an algorithm is a way to represent an operation.</p>	<p>The base 10 place value system extends infinitely in two directions.</p> <p>Fractions, decimal fractions and percentages are ways of representing whole-part relationships.</p> <p>For fractional and decimal computation, the ideas developed for whole-number computation can apply.</p> <p>Ratios are a comparison of two numbers or quantities.</p>

VISITING CLASSROOMS

ESSENTIAL AGREEMENTS

- Observe - be mindful that learning is taking place
- If the classrooms / spaces seem crowded please leave to give space for other parents
- Challenge your own ideologies around maths and its teaching
- Be flexible and open minded
- Please respect privacy and confidentiality **no photo taking**



Classrooms to visit:

3rd Floor: Year 4 & 5

4th Floor: Year 1 & 2

WONDERINGS?

Please write your questions or wonderings on a sticky note during your walk. You can add it to the board on your return.

- What did you notice?
- Do you have wonderings?
- What materials were present?
- Was there peer collaboration?
- How did the teacher respond to questions?



Have a discussion on your table

- What did you notice?
- Do you have wonderings?
- What materials were present?
- Was there peer collaboration?
- How did the teacher respond to questions?



SUPPORTING YOUR CHILD AT HOME

REAL LIFE APPLICATION

- Shopping
- Counting
- Cooking
- Pouring (in the bath / shower / pool)
- Planning trips e.g. timetables
- Discussing time differences when traveling
- Jigsaws
- Building a den
- Games
- Not giving the answer (immediately)

QUESTIONS YOU CAN ASK

- How did you figure this out?
- Do you know how to do it another way?
- Show me.

Students need time to struggle; this is how thinking occurs.





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Questions?

