



## Is for Mathematics...

## The Monthly Connection

March 2024

In her blog post titled "[The Magic of Teaching](#)" from March 2023, CEO Deb Dunstone eloquently declared, "As we learn to integrate academic, social, and emotional learning, we empower our staff to fall back in love with teaching and to amplify their contributions to the next generation."

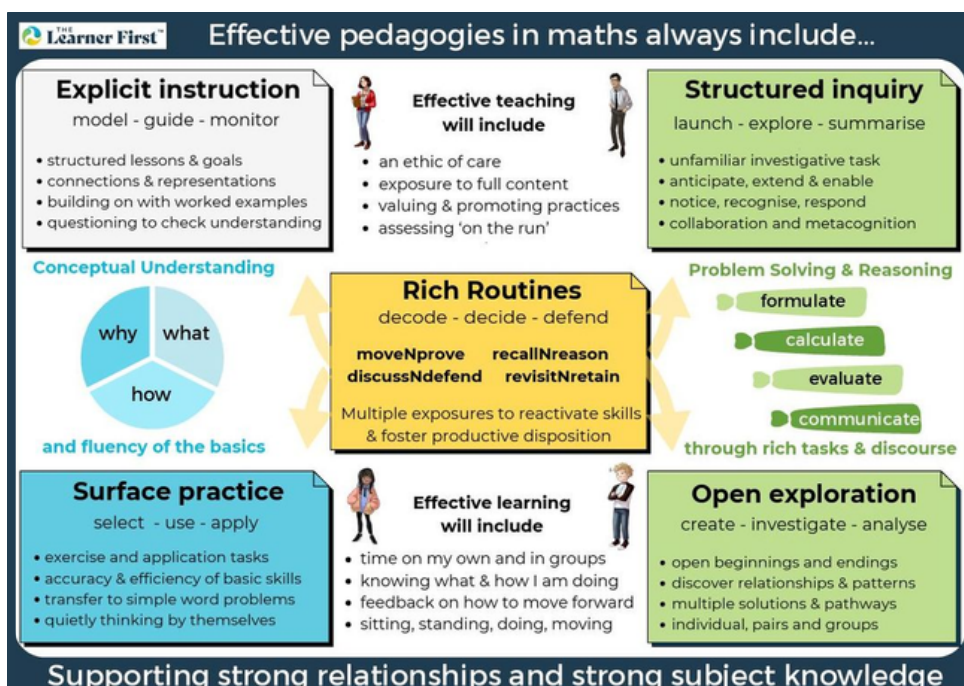
We are seeing the transformative effects in our partner schools. Notably, our team of Mathematics experts is pioneering global initiatives, leading the charge in delivering professional learning centered around **Contributive Learning Through Mathematics**. The professional learning engages teachers in knowledge, one of four outcomes of Contributive Learning™, while integrating the others (Self-Understanding, Connections, and Competency). As a result, both teachers and students are elevating their learning experiences and contributing meaningfully within and beyond the classroom.

## KNOWLEDGE

factual & conceptual understanding of the world and its workings

"If you support them [students] to partner in designing, implementing, assessing, measuring, reflecting on, and improving learning that incorporates that content in a way that connects to their lives and interests..."

(McEachan, J. & Kane, M. *Measuring Human Return* Corwin, 2019.)



Mathematics Professional Development that is **impactful**, **scalable**, **student centered**, and **sustainable**.

Learn more about **Contributive Learning Through Mathematics** on our website!



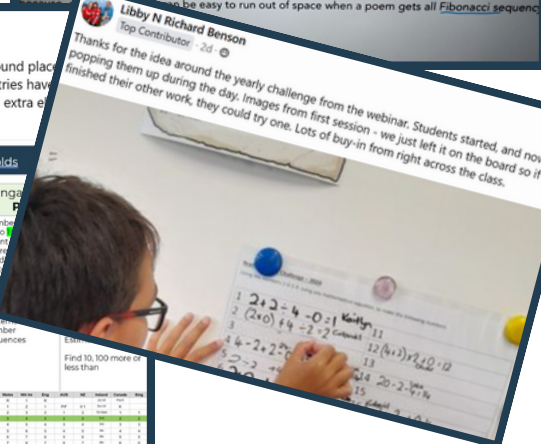
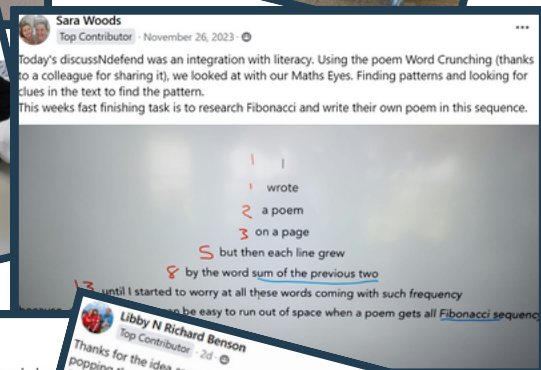
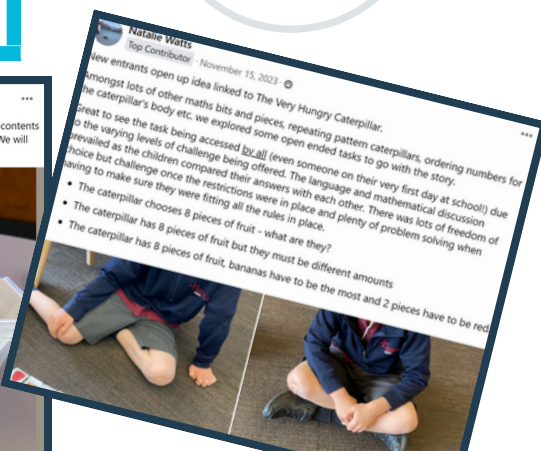
[info@thelearnerfirst.com](mailto:info@thelearnerfirst.com)



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## CHECK OUT THESE CONTRIBUTIONS

These are articles, media, resources, etc. our team have come across that have **#contributed** to our learning and wanted to share them with you!



## Mastering Basic Facts Why Children Have Difficulties Mastering the Basic Number Combinations and How to Help Them

Arthur J. Baroody  
Univ. of Illinois, Urbana-Champaign

## Making it Count: Teaching Maths in Years 1 to 3

Education Review Office (NZ)  
Evidence & Insights

## An instructional model to support planning and teaching student centred structured inquiry lessons

Peter Sullivan, et. al.  
Monash Univ & Univ. of Sydney

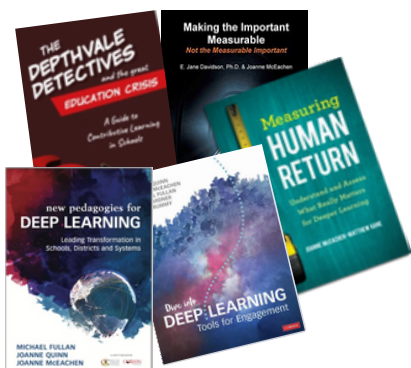
... if we can build your [teacher] capacity to demonstrate, interpret, and relate maths to a variety of contextualised problems, you will feel empowered, passionate, enthusiastic to teach maths, and possibly enjoy maths. That's my key; that's my line of sight: always build that capacity of conceptual knowledge.

Rob Proffitt-White  
TLF, Executive Director of Maths

Global snapshot – Place value for the 7/8 year olds

NZ Year 3	AUS Year 2	Wales Year 3 (ps2)	Ireland 3 <sup>rd</sup> class	Ontario Year 3	Singapore Year 3
Recognise Read Write, Order up to 10,000	Recognise Read Write, Order up to 10,000	Read Write, Order up to 10,000	Explore Identify place value up to 10,000	Read Write, Order up to 10,000	Number up to 10,000
Group Partition, Recombine up to 10,000	Partition Rearrange, Regroup, Rename 2/3-digit	Understand value of a number can be determined by the position of its digits	Read Write Order 3-digit numbers	Compare Order up to and Round to nearest 10, 100	Patterns number sequences
	Using standard and non-standard and regular role of place digit, estimate 2d up to 24 tens and 5 ones or 2 hundreds and 43 ones	Estimate and round numbers to nearest 10, 100	Express in expanded form, order on a number line, what is the next number, identify numbers represented by money and objects	Use PV when describing and representing multi-digit numbers	Find 10, 100 more or less than

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