## VIDEO TRANSCRIPT

# Grey Street Primary School (Traralgon)

The Foundation PLC team look for common challenges and misconceptions among their students so they can share successful teaching approaches.

#### Voiceover

The team look for common challenges and misconceptions so that they can share successful teaching approaches.

#### Female Speaker

Okay, was there an area where most of our students struggle? Is there one particular point where you found your kids just couldn’t write the numbers, they couldn’t use one-to-one to count the numbers, those sorts of things? Do you want to go first at this time?

#### Female Speaker

He was getting stuck at 12 and 20. That’s where most of my students were, getting stuck at 12, 20. Probably being able to write it, but then they would write 12, but then count out 20, and vice-versa. Write 20 and count out 12.

#### Female Speaker

It’s almost like a guess, it’s a lucky guess that they’ve made.

#### Female Speaker

Yes, because they can’t have identified that 2 is in 12, 2 is in 20, and then not really getting that place value.

#### Female Speaker

Okay, so just those sort of two numbers.

#### Female Speaker

And 13 and 15 as well.

#### Female Speaker

Yes, those main ones that are tricky. And what did you find?

#### Female Speaker

The biggest thing with my group of students is writing the numbers. I found a lot of reversals, a lot of place value reversals as well, so just, so obviously handwriting has had to be a target for me as well in those maths lessons and just that consistent practice of writing those numbers. We’ve done a lot of work on that.

#### Female Speaker

I’d agree with that. Reversals of numbers and writing of numbers and what I found effective is when they go and get their white board, when they come down, they use their time to write the numbers, zero to 20, and then they stand up if they think they have written them accurately, and that’s just a really nice three minutes every day where they actually get to practice, it’s about time and practice, but it’s also an organisational tool that I have so that it just settles them nicely, really for the form of assessment that I have in my mind, so that’s worked for me.

#### Female Speaker

We use the white boards as well, but we’ve been using our critical friends, so we’ll actually practice writing the number and then get someone else, your next door neighbour to check and to make sure, and then they’ll actually give advice to how they can improve that. So it’s not just me telling them what to do.

#### Female Speaker

They’re all very hard on each other.

#### Female Speaker

Yes, they are.

#### Female Speaker

Do you know of any strategies to help with, like the 12 and 20, and the 13, 15? Did anyone have anything that they’ve tried that’s sort of worked?

#### Female Speaker

Look, I think just the biggest thing with us is we have been to a lot of visual representation, so actually just looking at it, we’ve got the little magnetic MAB things on the board, so when we write a number we’ll actually have a look at the value of that number so that they can see the difference between 12 and 20 and what 12 and 20 means, and I think that that’s helped with my students a lot, is actually having that visual and then they make it, we make it together on the board, each day for number of the day they’d actually have to make that with the magnetic MAB blocks as well. So it’s just that reinforcement there each day that this is what those numbers looked like.

#### Female Speaker

So that sort of worked for your kids, to really …

#### Female Speaker

Yes, it has, yes. Because we were having a lot of problems with 10 as well, putting the zero first and talking about the place value of that and this is what 10 means, and this is what zero and one mean, so when it’s reversed, so – and that’s really helped. A lot of my children, even the high flyers were having some problems with that.

#### Voiceover

The team consider the next steps for their planning and assessment.

#### Female Speaker

So where to from here? Rachel, where’s this come up in your planning for next term?

#### Rachel

We’ve got our planning next week. We’re looking at retesting at the end of term 3 for numbers to 20 again and trying to achieve that goal, and 85% proficient by then. We’re going to use our intervention, we’re going to use our small group teaching and even investigations to pick up those kids that aren’t there and continue to extend those other kids, so I think if we look at doing a grade one cut for those kids that are there by the end of term 3 to still have a measurement to go by so we can look at those ones as well. And yes, that’s next year we’ll retest at the end of term 3.

#### Female Speaker

We probably might want to consider some further extension activities as a team, so that we’re prepared for if we have lots of students that are already…

#### Female Speaker

Start looking at your criteria.

#### Female Speaker

Starting at looking at our teaching.

#### Female Speaker

Yes. This is something that we can have a look at next week, for our planning day.

#### Male Speaker

Especially when it is such a large group. They’re already proficient. It sort of does change the planning a little bit for next term to cater for those kids.

[General agreement]

#### Female Speaker

So I’ve just written that next week at planning day going to look at Year 1 curriculum and think about how that applies to the students that you have.