Exploring and harnessing alternative ways of planning and teaching the mathematics curriculum

Aims

- To explore features of effective mathematics lessons, drawing upon resources from a variety of contexts.
- To explore what is personally valued with regards to mathematics, mathematics pedagogy, and education.
- To explore the approaches used to negotiate situations when personally-held values are not congruent with the values of others and/or at the institutional level.
- To apply this skill of negotiating value difference to one’s exploration of alternative ways of teaching and learning.

Rationale

This session has been designed with the recognition that in exploring alternative ways of planning and teaching, the participating teachers come with a wealth of practitioner knowledge and experience. At the same time, what they value with regards to mathematics, mathematics pedagogy and education is reflected in their choice of practice and orientation to change. These will be tapped into when discussing features of effective mathematics lessons, as well as in the exploration of teacher values and teacher negotiation of value differences. It is expected that this will add a dimension of credibility and authenticity to the session discussions. Individual teachers will also experience ownership and pride over their sharing of professional practice. This session will end by signalling to participants that it is the beginning of a journey of ongoing discovery, learning and development.

Module overview

In this module, participants will:

- explore the features of their own effective lessons, as well as those of others
- relate what they value to their choice of practice and orientation to change
- reflect on how situations of value difference had been – and can be – negotiated
- explore the use of the values approach to support alternative ways of planning and teaching mathematics.

Reading

