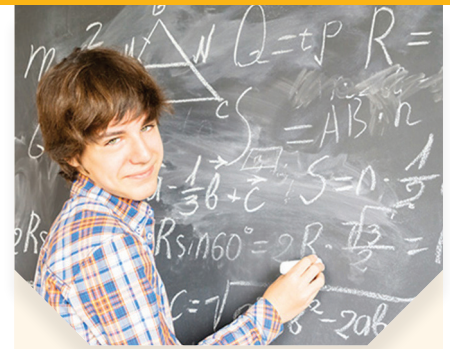


What 'Adelaideans' think about maths

The intent of this workshop is to develop shared meaning about what we think maths is for and how we might develop a shared understanding with our students and parents.

WORKSHOP AGENDA

Description	Time
<p>1 Let's begin – our initial thinking</p> <p>1 Form a pair and discuss the following question: What do you think maths is for?</p> <p>2 Pair up with another pair to develop a shared set of 3 key points to share back with the whole group.</p> <p>3 Present your shared meaning to the rest of the group – 30 seconds each mini-presentation.</p>	10 min
<p>2 Introduction</p> <p>In this workshop we will watch a video clip in which the general public, students and teachers are asked what they think maths is for. We will discuss this thinking and analyse how it fits with ours.</p>	2 min
<p>3 Learning process</p> <p>1 Watch the video clip¹ (2.09 min).</p> <p>2 Personal reflection – While watching the video reflect on the following:</p> <ol style="list-style-type: none"> What do Adelaideans think maths is for? Were there any patterns? How does this connect with my understanding and our mini-presentation points? Were there any surprises? <p>3 Group discussion:</p> <ul style="list-style-type: none"> Pool your main points from your reflection and identify 2 similarities and 2 differences. How do the Adelaidean's opinions fit with your group's shared meaning? How does your thinking fit with the Australian Curriculum view of the maths learning area? View the maths animation² (4.07 min). 	25 min
<p>4 Summary of learning</p> <p>What is our shared meaning of what maths is for? As a table group complete this statement: Maths is for:</p>	5 min



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¹ TLinSA.ti.cc/MathSoundBites
² TLinSA.ti.cc/MathAnim

5 | Commitment to action

We know that we need to have a shared understanding of what maths is about with our students and parents.

The one thing I will do to build on my students' and parents' current thinking about maths is:

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by and I will check-in with

