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Mathematical Play – what is the reality?

Presenter: Belinda Johnston

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Story sharing

Community links

aps

Deconstruct
reconstruct

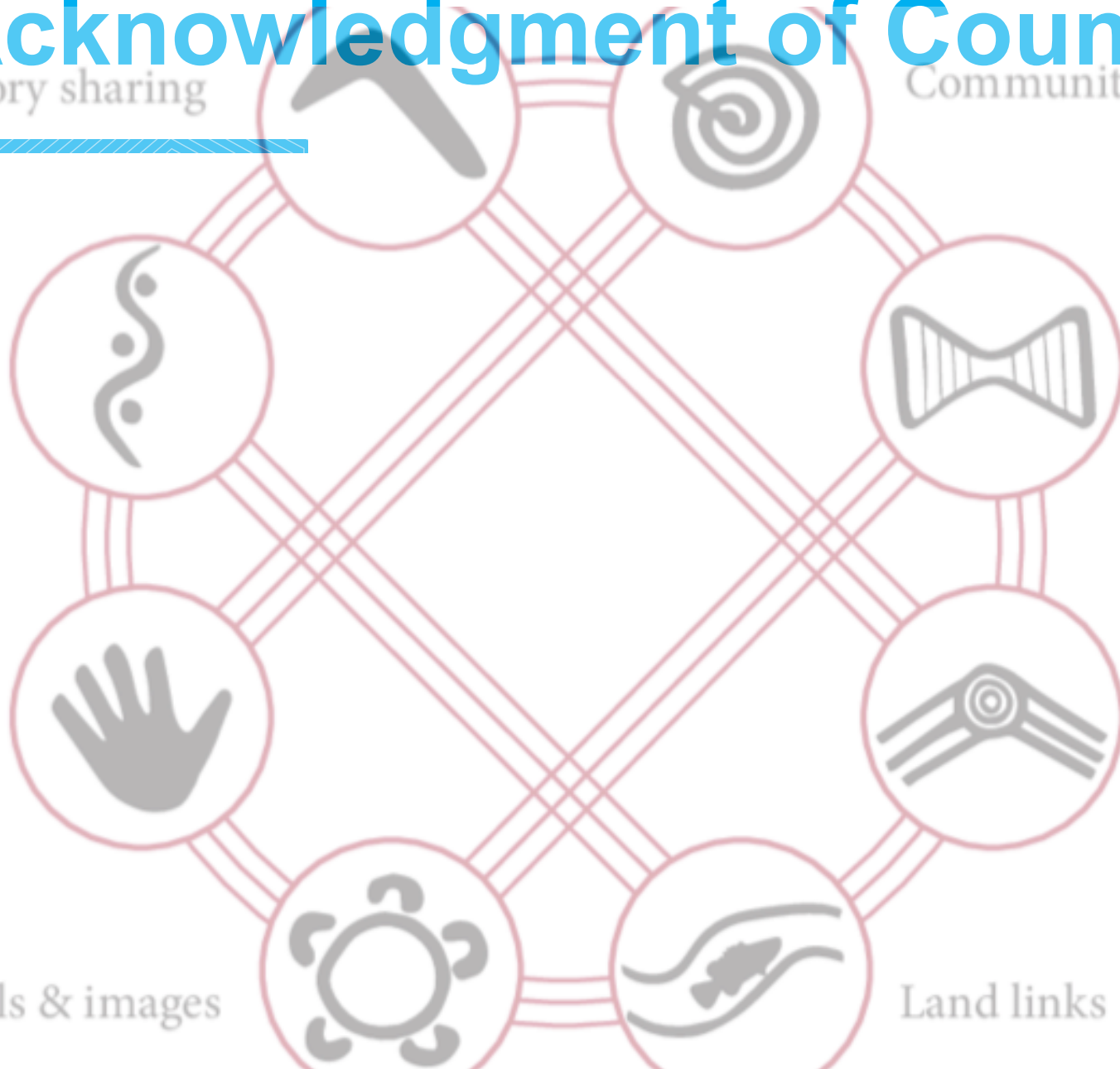
bal

Non-linear

nbols & images

Land links

8-ways Aboriginal Pedagogy Framework
(Yunkaporta 2009)



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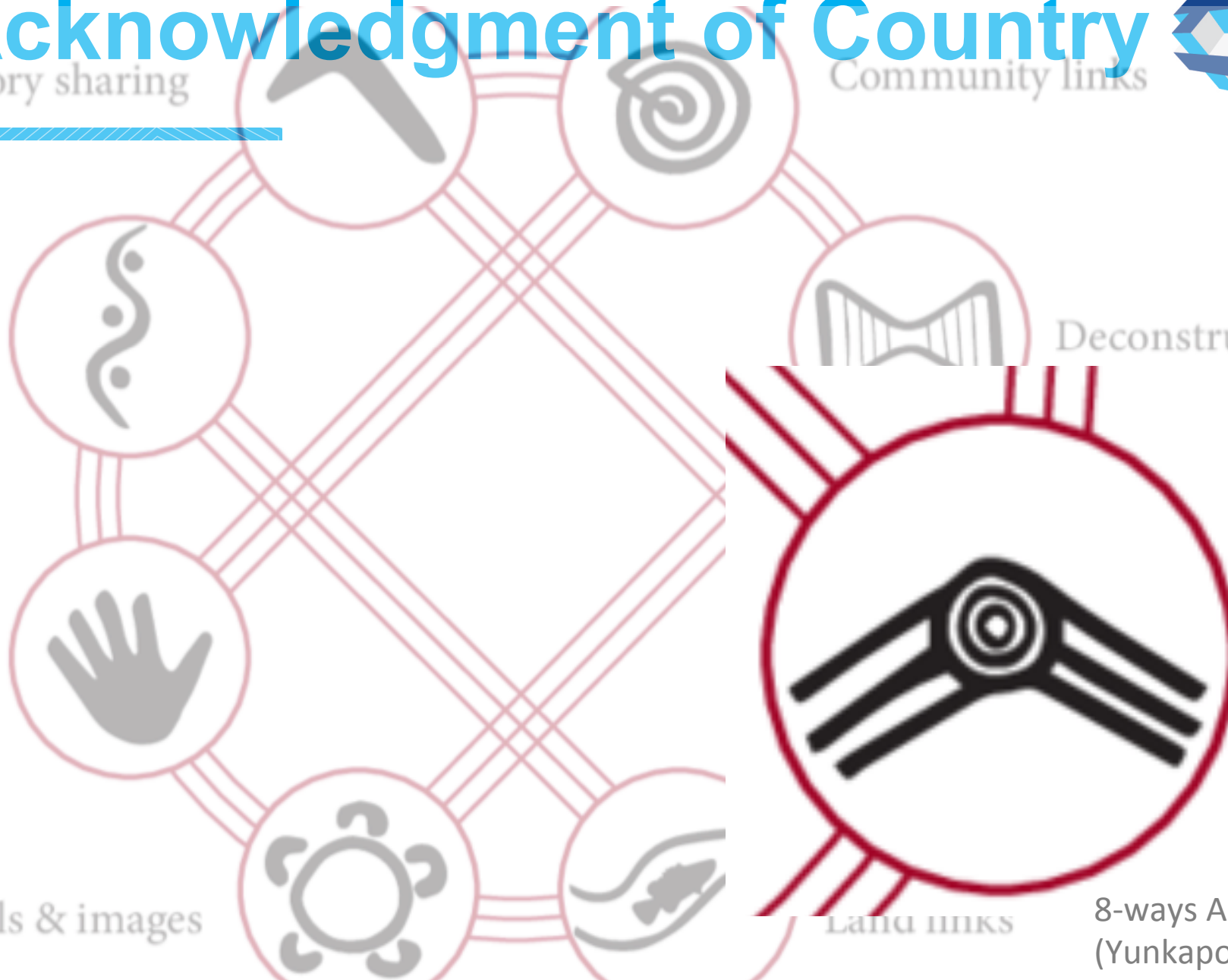
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Does your maths curriculum look the same each year, despite having a different group of children?

Deconstruct
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Or does it acknowledge children as integral to the learning journey and so heads **“off the beaten track”** every time you teach it?

Non-linear

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Belinda Johnston

Maths anxiety



Maths anxiety can be described as a feeling of tension that interferes with the manipulation of numbers and the solving of mathematical problems in academic and ordinary life situations. It occurs in many individuals regardless of age, race, or gender, and can prevail in the home, classroom, or society.

- Sousa (2008, p. 171)

“Enthusiasm and interest are what
make us good learners” (Pound, 2010)

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“an exploratory process that occurs when children lead
their learning through exploring, imagining,
experimenting, investigating and being creative in ways
that they control” (VEYLDF, 2018).



Play



- What is your definition?
- What does 'learning through play' look like in your space at the moment?
- Does this reflect your definition of play?



Our Role



Recognising teachable moments is key;

- Asking questions
- ‘noticing’ with children
- Modeling mathematical language
- Supporting inquiry
- Offering other resources
- Extending children’s ideas

Where else can it lead??



- Planning structures on paper before they are constructed.
- Drawing structures after they are built.

- Planning a collective art piece
- Designing other areas of the learning environment

- Excursions to visit galleries or architecture
- Regular outdoor/nature programs – going ‘on country’

