Consider your long-term plan in relation to the mathematics framework (years 9–10)

C:\Users\Andrew Tagg\Desktop\Capture.PNG

This activity is intended to support teachers to use the mathematics framework to consider the breadth of their mathematics and statistics programme. The framework provides a way for teachers to check that they are comprehensively covering the learning area, and that they have the information needed for reporting purposes, including making judgments within PaCT. It can be carried out by a department or by an individual teacher.

This activity is based on the assumption that teachers are going to use PaCT to inform end-of-year reports. Consequently the planned programme needs to provide opportunities to notice how students are achieving across **all** aspects of the mathematics framework within the reporting period. If you are using PaCT to inform mid-year reports then your programme for terms 1 and 2 will need to include opportunities to make judgments for **all** aspects.

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| **1.** | **Use the template provided to review your long-term plan:** |
| 1. List the units of work or topics that are in your long-term plan for the year. Your units may be based on strands or sub-strands of the curriculum, on themes that cover multiple strands, or may be part of a cross-curriculum inquiry. Add as many rows to the plan as you need to record the units for each term. 2. Identify the aspect/s of the mathematics framework that are the main focus for each unit of work. Identify these with an “f”. 3. For each unit of work, identify any other aspect/s of the mathematics framework where there may be an opportunity to notice how students are achieving. For example, a measurement topic focused on capacity and volume will provide opportunities to notice students multiplicative thinking capabilities. Identify these with an “o”. 4. Decide when you are best placed to make aspect judgments in PaCT. We suggest that you make judgments on one or more aspects as you conclude a topic. If you have focused on an aspect more than once during the year then choose the focus that is closest to the reporting time. Highlight these aspects. | |

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| **2.** | **Reflect on your completed programme review:** |
| 1. Does your programme cover all of the aspects of the mathematics framework? If not, how could you adapt it to ensure you are providing a comprehensive coverage? 2. Which aspects are not covered in-depth in this year-long plan? As PaCT can only generate an overall judgment when you have made a judgment for all aspects, you may need to consider adding the missing aspect/s as a secondary focus to a planned topic. Alternatively you will need to use the student’s prior judgment on that aspect, if one exists. 3. Do most of your planned units cover more than one aspect? If not, can you think of ways to make more connections across the aspects within your units so that your programme is less “siloed”? 4. Has this activity made you re-consider your approach to long-term planning? If yes, how might you change your approach? | |

As an example we have completed the template for term 1 for a fictional school.

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| **Term 1** | **Unit** | **Additive thinking** | **Multiplicative thinking** | **Patterns & relationships** | **Symbols & expressions** | **Geometric thinking** | **Measurement sense** | **Statistical investigations** | **Interpreting statistical & chance situations** |
| 1-2 | Number | f | f |  |  |  |  |  |  |
| 3-5 | Solving linear equations |  | o | f | f |  |  |  |  |
| 6-7 | Polygons and prisms |  | o |  |  | f | f |  |  |
| 8-10 | Statistical investigation |  |  |  |  |  |  | f |  |

**Key:** f (the unit focuses on this aspect), o (while the aspect is not a focus of the unit there are opportunities to notice student achievement),  
 aspect judgments planned for the end of the unit.

Template (add rows as needed)

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| **Term 1** | **Unit** | **Additive thinking** | **Multiplicative thinking** | **Patterns & relationships** | **Symbols and expressions** | **Geometric thinking** | **Measurement sense** | **Statistical investigations** | **Interpreting statistical and chance situations.** |
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| **Term 2** | **Unit** | **Additive thinking** | **Multiplicative thinking** | **Patterns & relationships** | **Symbols and expressions** | **Geometric thinking** | **Measurement sense** | **Statistical investigations** | **Interpreting statistical and chance situations.** |
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| **Term 3** | **Unit** | **Additive thinking** | **Multiplicative thinking** | **Patterns & relationships** | **Symbols and expressions** | **Geometric thinking** | **Measurement sense** | **Statistical investigations** | **Interpreting statistical and chance situations.** |
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| **Term 4** | **Unit** | **Additive thinking** | **Multiplicative thinking** | **Patterns & relationships** | **Symbols and expressions** | **Geometric thinking** | **Measurement sense** | **Statistical investigations** | **Interpreting statistical and chance situations.** |
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