



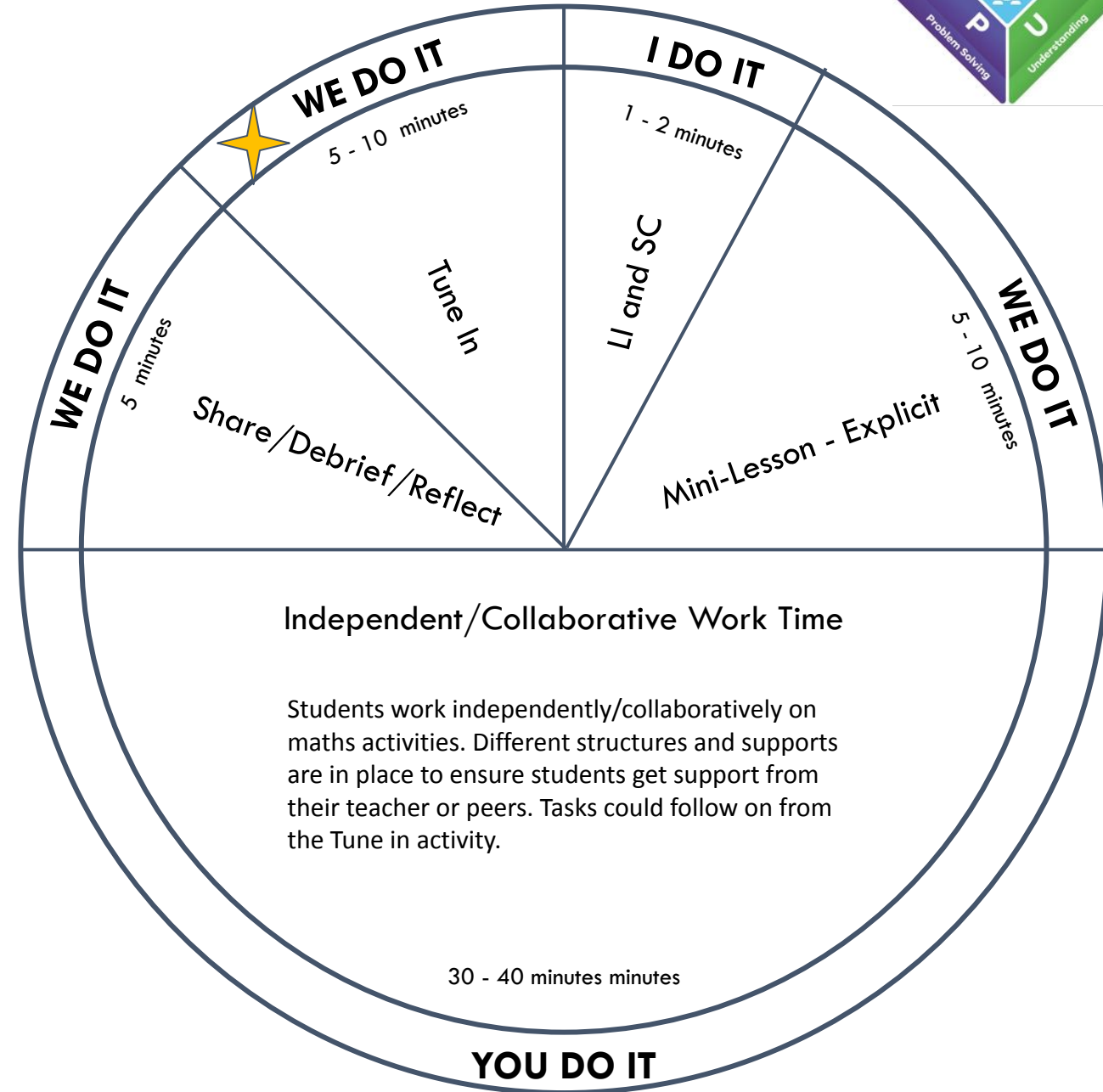
Echuca Twin Rivers Maths Vision

At Echuca Twin Rivers we deliver a meaningful and purposeful numeracy program that is based around high quality teaching and research-based practices. Our aim is to foster a love of numeracy in all students.

We will provide our students with the opportunity to be curious learners, take risks, ask questions and improve their understanding of all mathematical knowledge. Students will use a range of resources and demonstrate they can apply their knowledge to solve real life mathematical problems.

Through collaborative planning and professional learning our staff provide students with the most effective researched based teaching practices. Scaffolded experiences and open-ended investigations will allow students to take responsibility for their own learning and achieve improved educational outcomes.

Staff use data to inform their practice, whilst also valuing and celebrating the achievements and experiences of our students.



Tune in/Warm up	The tune in/warm up is used to hook and engage all learners in for the maths lesson. Promotes students to think mathematically through games, puzzles, tasks, equations. It is used to switch student brains to mathematical thinking, be fun and can link to real world examples. It can relate to the focus or topic but is not exclusive.		HITS
	Teacher <ul style="list-style-type: none"> Give brief instructions and model demonstrations when needed. Outline expectations for the class Facilitate a game or activity. Be enthusiastic, energetic and animated. Role would depend on the format of the Tuning in activity. Hook students into mathematics session. 	Student <ul style="list-style-type: none"> Engage, listen and participate. Use 5 L's Show readiness to learn. Follow classroom expectations. Ask Questions. 	
LI/SC	The Learning Intention and Success Criteria explicitly set the purpose for the lesson and state how students will be successful. It should activate prior knowledge and develop an understanding for students to know what they are learning and why. LI and SC can be differentiated, should be student friendly and should guide student goals.		Setting Goals Questioning Explicit Teaching
	Teacher <ul style="list-style-type: none"> Introduce the learning intention and success criteria to the students. Explicitly state clear expectations. Have the students read the LI / SC aloud. The teacher could also do a call and repeat after me with LI / SC. Check for understanding through questioning e.g. 'What does ... mean'. Break down LI/SC. 	Student <ul style="list-style-type: none"> Read/state the expectations of the lesson. Retell in their own words. Ask questions. Articulate to each other verbally (turn & talk) what they are learning today and how they will know that they have achieved success. 	
Mini Lesson	The mini lesson is used to introduce and explicitly teach the concept, strategies and vocabulary of the weekly focus, in a short and sharp manner. Teachers can provide demonstrations through explicit modelling to develop an understanding of what to do. It is an opportunity to provide multiple exposures, incorporate student voice, create anchor charts, break down learning and engage students in an activity. I do/ We do model - preparing students for gradual release into activity.		Explicit Teaching Questioning Worked Examples Metacognitive Strategies
	Teacher <ul style="list-style-type: none"> Explicitly teach the lesson, modelling what is required to achieve success through examples. Ask questions and provoke engagement from students. Clarify and answer questions. Build topic vocabulary list as explicit teaching and modelling takes place. (Key words) Use concrete modelling e.g. MAB, unifix etc to demonstrate the concept. 	Student <ul style="list-style-type: none"> Observe, listen, ask questions and have an 'I can do' attitude when learning concepts, skills and strategies. Participate in partner activities, independent tasks and group activities. Engage in discussions with peers and teacher. Identify and use a range of preferred strategies. Have an open mind to new experiences. 	
C/I Work Time	The Independent and Collaborative work time allows students to practice the modelled concept, skills and strategies. Students are encourage to have a go, put newly skills to use and connect the concepts to previously learnt concepts. It allows one on one teacher conferencing or guided strategy groups, redirection and opportunity to clear up misunderstandings. Students work in small groups, pairs, independently or with a teacher led group. Tasks and activities are set with differentiated entry and exit levels and link to real world maths examples. Teachers incorporate HITS, attend to the four proficiencies of mathematics through open ended/inquiry problems and encourage the use of problem solving strategies.		Differentiated Teaching Questioning Collaborative Learning Feedback Multiple Examples Setting Goals
	Teacher <ul style="list-style-type: none"> Roam, rove, check in and assist all students while monitoring classroom engagement. Take small groups, work one on one. Clarify misconceptions and employ questioning. Pause (Catch) the lesson to explain, engage, introduce new information and re-teach strategies. Differentiate the task when required - enabling and extending prompts. Take anecdotal notes and facilitate assessments. Plan sequenced lessons throughout a unit following the curriculum standards and learning progressions. 	Student <ul style="list-style-type: none"> Participate in individual, partner and small group activities, to practice new skills and strategies. Engage in discussions, ask questions to clarify understandings and explain their thinking. Complete hands-on activities and open ended tasks. Choose entry level options and receive differentiated instruction. Use problem solving strategies, have access/use concrete resources and have agency over if they want to work with a partner, small group of by themselves. Use technology to practice skills. Remain on task and maintain a 'I can do' attitude. Seek feedback, assistance where needed. Take ownership of their work. 	
Reflection	Reflection is essential. It is used to cement and reflect on what the students have learned during the lesson, allows planning for future learning direction and provides an opportunity to confirm learning or correct misconceptions. As a class we revisit the LI/SC and confirm the outcomes of learning. Reflection can take many forms and should be a moment to share celebrations.		Goal Setting and Review Feedback Questioning
	Teacher <ul style="list-style-type: none"> Allow/Prompt students to ask questions, model and explain their understanding during group discussion. Question students understanding through open questions, celebrate achievements and re-teach misconceptions. Provide feedback and positive reinforcement. Facilitate a range of reflection tasks e.g. implementing exit tickets, whiteboard shares etc. 	Student <ul style="list-style-type: none"> Provide feedback to teachers about how they felt about the lesson, challenges, what was easy/hard etc. Engage in discussions with teachers and peers, share their knowledge and celebrate achievements of others. Communicate their experiences and understanding (written or verbal, gestures). Discuss strategies used, challenges encountered and solutions found. Participate in whole class reflection tasks e.g. answer exit tickets, buddy share, provide written responses - e.g. Sentence stems etc. Students self assess their progress. 	