

Maths Hubs Network Collaborative Projects 2019/2020

Early Years Practitioners: *Developing Deep Mathematical Learning Patterns*

For Early Years Practitioners in schools, pre-schools and nurseries who would like to develop their specialist knowledge for teaching mathematics. This may be particularly relevant for those who are new to teaching mathematics in Early Years.

This will help Early Years practitioners to

- develop their **mathematical subject knowledge** of the significance of pattern in supporting children's' early mathematical understanding
- review teaching strategies, resources and **mathematical language** to maximise deeper learning
- **enhance professional practice** through engagement with specialist literature, workshop discussions and gap tasks involving collaborative planning, exploration of activities and in-depth case studies.

As a result of this project participants will increase their confidence and expertise in mathematical pattern, including early algebra. Findings from the project may be shared within Early Years teams and with leaders, to support discussion of current policies and approaches.

Cost and booking

Free of charge

Please note that a charge of £100 per participant for non-attendance without prior notice will be applied.

Places are limited. Book now to avoid disappointment.

Email pioneer.alliance@harrison.hants.sch.uk

Call 01329 239584



2020 dates

Thursday 30th January 1:30pm – 4:30pm

Thursday 5th March 1.30pm – 4.30pm

Thursday 14th May 1.30pm – 4.30pm

Expectations

- All participants are expected to attend all three sessions.
- Participant need to complete some independent study through gap tasks in their schools between sessions.
- Participants will also be asked to keep a learning log for their own use and contribute to the national evaluation process, probably through a short online survey after the sessions have finished.

The wider context

The Maths Hubs Network, across England, works on national projects by running local collaborative work groups of teachers around national maths education priority areas. One such priority is to improve the subject knowledge of all adults in maths classrooms. These work groups use a common evaluation process, which collectively provides a body of evidence on the project's outcomes. Participation in this work group will contribute to the delegates' own professional learning and that of their colleagues, as well as contributing to the improvement of maths education at a national level.