

Ensure that common planning time takes place,

and that it is beneficial to the teachers.

In large schools this can be in grade groups,

in medium schools in groups of grades,

in small schools, everybody, especially where multi-grade teaching is involved.

Teachers must more cognizant of the mathematics objectives in the curriculum,

especially as they refer to the verbs which state what it is that the students must be able to do.

For example, taken from Grade 4 curriculum guide:

‘Find the mean of a data set’.

The children must be engaged in bona fide mathematics activities conducive to learning –

not just watching, listening, answering questions verbally and doing board/book work, for a large part of their maths time.

This will involve any combination of the use of strategies

such as: group work, reciprocal teaching (student ask the questions), hands on manipulatives, project work, student presentations, etc.

It must be acknowledged, however, that there must be time set aside for:

- learning number facts,
- revision of previous work,
- quizzes and tests, etc.

Any ideas that are implemented should be
part of an overall plan

for the **development of mathematics** in the school,
which should be led by the

Mathematics Resource Teacher,
encouraged and assisted by the Principal,

but in which

all teachers have a role to put together and implement.