



Being Ambitious Professional Learning

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An Introduction to Numicon 21st JANUARY 2016



The 1 day training did not only cover the theory and methodology of Numicon:

First of all it gave us a proper insight of what the numbers mean to anyone who does not understand the code. All our world is full of numbers. We take it for granted that everybody understands them. Nevertheless, without proper context and right code it simply is an impossible task.

Starting from the above mentioned it was highlighted that each new mathematical idea (even the most complex ones in KS2 and KS3) should start from the concrete, passing on to the pictorial part and finally arriving to the abstract (numbers)

Working in the Learning Support we give high importance to the 5 core elements in the mathematical learning process: action, imagery, conversation, structure, generalisation. The workshop enhanced this importance, showing that it should be applied to all different year groups, in the classroom, too. Respecting this order of elements we try to embed the newly learnt concepts, making sure that it can be applied further in the real life – not just solving maths problems with “nude” numbers for the sake of the marks and in search for evidence.

Numicon is already part of our daily routine during our maths sessions. Although it should be introduced at an early age: giving the children the opportunity to play and discover various patterns visually by themselves. It should be part of their playtime on a daily basis – not only when maths concepts are introduced.

Spending more time in the manipulation will save them precious time in the future when more complex concepts are taught.

He also enhanced that maths should always be taught at the edge of the comfort zone in order to operate with confidence (having all the previous background solid).

Moreover, the maths language needs to be introduced after having understood the concepts visually with concrete objects and also in a pictorial way. In relation to the language, our attention was drawn that the Learning Objective is unnecessarily said and written at the beginning of the lesson: it may influence the children’s engagement during the lesson – we may lose the “audience” even before having started the “performance.” (some may find it too tricky to deal with, so they will give up, others on the other hand will realise they already know, thus remaining unmotivated)

All throughout the course a special emphasis was given to Pedagogy and Child Psychology with reference to maths.

Highly recommended not only for teachers but assistants too to give better learning opportunities to our children.

***Do you have any professional development news you want to share?
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