Teacher practitioner research - stepping off the motorway......

Learning Stories enabled us to....

see children’s everyday mathematical interests and thinking as it unfolded in their child-led play and activities.....

see children making sense of maths in wider, meaningful contexts, embedding their understanding and learning......

focus on deeper levels of involvement...

sharpen our professional knowledge and understanding of children’s development and learning...

develop an informed understanding of how to maintain the momentum of their learning through supporting their child-led play/activities.....

recognise mastery orientation............

The direction of travel begins at children's starting points and builds on the momentum of their development.............

By tuning in to the child’s thinking, the practitioner is helped to focus on the right subject matter, to follow the connections that the child is making in their thinking, and to respond appropriately with conversational turns that maintain the child’s learning momentum. Julie Fisher, (2016, p. 79)
Mastery Orientation…what does this mean?  Looking at the research evidence


Sylva (EPPE 2004) found that where sustained shared thinking occurred and children were supported by adults to develop and extend their ideas, this led to ‘mastery orientation’ where children believed in themselves and their own efforts.

They became more confident about themselves as resilient thinkers and learners, had feelings of high-self-esteem, high aspirations and secure feelings of self-efficacy.

Mathematical Mastery…. What does it include?

Mastery Orientation includes;

• Child-led play and activities
• Children’s talk – conversational talk..serve and return
• Adult-focussed playful teaching
• Sustained shared thinking
• Characteristics of Effective learning - especially Creating and thinking critically
• A reflective process....


Finally - A key message for the current times we are living in...

“Early childhood practitioners constructed not as technicians, but as ethical and thoughtful theorists and commentators as well as caring and competent teachers”

NOT

“As enclosures for the effective application of technologies to produce predetermined and standardised outcomes”

Carr and Lee (2012. p.xiv)

‘No-one knows as much as all of us’

References:


Chilvers. D (Ed) (2017) Talk for Maths Mastery – Recognising children’s mathematical mastery in their child-led play in the EYFS and Year One, Please contact Di for copies – email below


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Have a look at the WatchMeGrow website and BLOG at www.watchmegrow.uk