

ADVANCING NUMERACY & MATHEMATICS IN THE FOOTHILLS SCHOOL DIVISION

HOW CAN WE ENSURE MEANINGFUL TRANSFER TO LIFE OCCURS THROUGH THE WAY WE PLAN FOR LEARNING?

Numeracy and Mathematics Guiding Question

How can we intentionally design a balanced math approach that allows for the success of each learner?

Numeracy and Mathematics Line of Inquiry

What high-yield assessment and instructional practises most effectively support student growth?

MINDSET MATTERS

Each learner develops and promotes a positive mathematical disposition; growth mindset is evident in language; enthusiasm and confidence is visible through actions and experiences in classrooms; supported practice and positive feedback is used to improve learning



NUMBER FLEXIBILITY AND FLUENCY

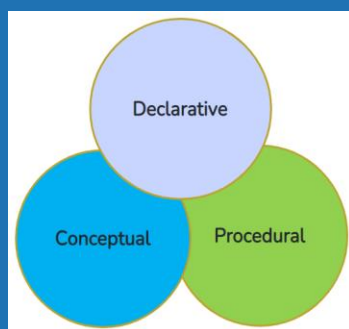
Learners build accuracy and automaticity with number by developing flexible and efficient thinking; the use of concrete objects, visual models, and symbolic representations connects the body and mind; understanding of number skills develops from simple to more complex



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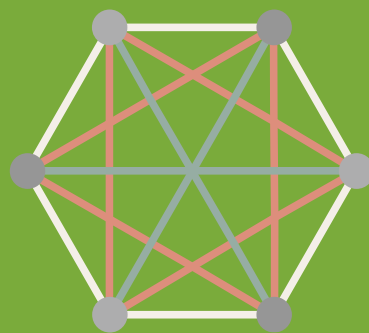
BALANCED INSTRUCTION

Learners build conceptual understanding, procedural fluency, and declarative knowledge in a variety of ways in order to achieve the goals of mathematics instruction, transfer their learning to relevant situations, and embrace lifelong learning



DEVELOPING MATHEMATICIANS

Learning is authentic, meaningful, and relates to the learner's background knowledge and life experiences; concepts are connected and deepened as they are revisited over time; understanding is transferred beyond the skill, lesson or subject



BALANCED ASSESSMENT AND EVALUATION

Assessment is evident within instruction and used to improve learning; math is viewed as more than an answer on a page; multiple forms of assessment are used to evaluate students

