

Mathematics Teaching in the Early Years

An Investigation
of Teachers' Subject
Knowledge

Carol Aubrey

Mathematics Teaching In The Early Years An Investigation Of Teachers Subject Knowledge

**Carruthers, Elizabeth, Worthington,
Maulfry**



Mathematics Teaching In The Early Years An Investigation Of Teachers Subject Knowledge:

Mathematics Teaching in the Early Years Carol Aubrey, 2013-04-03 Young children start school already able to do a surprising amount of mathematics This book examines the nature and origin of subject knowledge and is based on information gathered from observing the interactions between teachers and their first year pupils It demonstrates the necessity of the classroom teacher to draw on many kinds of knowledge in order to deal with various issues surrounding classroom learning and teaching Two important core areas are knowledge of lesson structure and of subject matter this book address the area of subject matter and as such it should be of interest to classroom teachers and lecturers in education

Developing Primary Mathematics Teaching Tim Rowland, Fay Turner, Anne Thwaites, Peter Huckstep, 2009-03-09 How can KS1 2 teachers improve their mathematics teaching This book helps readers to become better more confident teachers of mathematics by enabling them to focus critically on what they know and what they do in the classroom Building on their close observation of primary mathematics classrooms the authors provide those starting out in the teaching profession with a four stage framework which acts as a tool of support for developing their teaching making sense of foundation knowledge focusing on what teachers know about mathematics transforming knowledge representing mathematics to learners through examples analogies illustrations and demonstrations connection helping learners to make sense of mathematics through understanding how ideas and concepts are linked to each other contingency what to do when the unexpected happens Each chapter includes practical activities lesson descriptions and extracts of classroom transcripts to help teachers reflect on effective practice

A Developmental Approach to Early Numeracy Carol Aubrey, 1999-12-01 Under achievement in maths is a growing concern for many teachers This book shows how a developmental approach to teaching maths can help to both identify difficulties and raise children s achievement Beginning with the Early Years age focused chapters outline some of the strategies that can be used to identify those in need of special teaching Practical examples show how these strategies can be applied in classroom situations Beginning with the early years age focused chapters look at the knowledge children develop outside school how teachers can assess and build on that knowledge children s misunderstandings in maths and how to remedy these This book also outlines some of the strategies that can be used to identify those in need of special teaching Practical examples show you how these strategies can be applied in classroom situations Each chapter is closely linked to the requirements of the National Numeracy Strategy and example lesson plans and activities are included detailing ways of using recommended strategies within the numeracy hour

The Role of Subject Knowledge in the Early Years of Schooling Carol Aubrey, 2022-11-21 Originally published in 1994 the aim of the authors was to provide a comprehensive introduction to recent advances in research which had been made in learning and teaching in the early years of schooling at the time Emphasis is placed on how subject knowledge is constructed or acquired and the organization of teaching to promote the learner s active construction of meaning through the integration of new knowledge with existing understanding The National

Curriculum is founded in subject knowledge though little examination appears to have been made of this in terms of how subject matter is transformed into the content of teaching that young children can understand. It thus remains for the teacher to develop instruction through the creation of a curriculum content and sequence which both reflects and advances the structure of existing forms of representation, problem solving and knowledge which the child brings to the school. The whole thrust of the book challenges the conventional early years ideology with its emphasis on child-centred, concrete and empirical approaches to learning with a view of teaching which is concerned with making sense of children's understanding and allowing their active construction of knowledge and information processing to develop expertise in context. The Handbook of Mathematics Teacher Education: Volume 1, 2008-01-01. The Handbook of Mathematics Teacher Education, the first of its kind, addresses the learning of mathematics teachers at all levels of schooling to teach mathematics and the provision of activity and programmes in which this learning can take place. It consists of four volumes. VOLUME 1: Knowledge and Beliefs in Mathematics Teaching and Teaching Development addresses the what of mathematics teacher education, meaning knowledge for mathematics teaching and teaching development and consideration of associated beliefs. As well as synthesizing research and practice over various dimensions of these issues, it offers advice on best practice for teacher educators, university decision makers and those involved in systemic policy development on teacher education.

International Handbook of Mathematics Teacher Education: Volume 1, 2019-12-02. This second edition of the International Handbook of Mathematics Teacher Education builds on and extends the topics, ideas in the first edition while maintaining the themes for each of the volumes. Collectively, the authors looked back beyond and within the last 10 years to establish the state of the art and continuing and new trends in mathematics teacher and mathematics teacher educator education and looked forward regarding possible avenues for teachers, teacher educators, researchers and policy makers to consider to enhance and/or further investigate mathematics teacher and teacher educator learning and practice in particular. The volume editors provide introductions to each volume that highlight the subthemes used to group related chapters which offer meaningful lenses to see important connections within and across chapters. Readers can also use these subthemes to make connections across the four volumes which, although presented separately, include topics that have relevance across them since they are all situated in the common focus regarding mathematics teachers. Volume 1: Knowledge, Beliefs and Identity in Mathematics Teaching and Teaching Development, edited by Despina Potari and Olive Chapman, examines teacher knowledge, beliefs, identity, practice and relationships among them. These important aspects of mathematics teacher education continue to be the focus of extensive research and policy debate globally. Thus, as the first volume in the series, it appropriately addresses central topics/issues that provide an excellent beginning to engage in the field of mathematics education through the handbook. Contributors are Jill Adler, Mike Askew, Maria Bartolini Bussi, Anne Bennison, Kim Beswick, Olive Chapman, Charalambos Charalambus, Helen Chick, Marta Civil, Sandra Crespo, Sean Delaney, Silvia Funghi, Marilyn Goos.

Roberta Hunter Barbara Jaworski Kim Koh Esther S Levenson Yeping Li Niamh O Meara JoengSuk Pang Randolph Phillipp
 Despina Potari Craig Pournara Stephen Quirke Alessandro Ramploud Tim Rowland John Zig Siegfried Naiqing Song
 Konstantinos Stouraitis Eva Thanheiser Collen Vale Hamsa Venkat and Huirong Zhang Mathematical Knowledge in Teaching
 Tim Rowland, Kenneth Ruthven, 2011-01-06 The quality of primary and secondary school mathematics teaching is generally agreed to depend crucially on the subject related knowledge of the teacher However there is increasing recognition that effective teaching calls for distinctive forms of subject related knowledge and thinking Thus established ways of conceptualizing developing and assessing mathematical knowledge for teaching may be less than adequate These are important issues for policy and practice because of longstanding difficulties in recruiting teachers who are confident and conventionally well qualified in mathematics and because of rising concern that teaching of the subject has not adapted sufficiently The issues to be examined in *Mathematical Knowledge in Teaching* are of considerable significance in addressing global aspirations to raise standards of teaching and learning in mathematics by developing more effective approaches to characterizing assessing and developing mathematical knowledge for teaching *Supporting Early Mathematical Development*
 Caroline McGrath, 2010-07-12 This highly topical resource offers an excellent blend of theory and practice that will enable you to deliver successful mathematical education to birth to eight year olds **Early Childhood Educational Research**
 Carol Aubrey, Tricia David, Ray Godfrey, Linda Thompson, 2005-12 This work focuses on the field of early years research It argues that the educational research community has blossomed in the UK in recent years with the growth of higher degrees and practitioner research within this area **Children's Mathematics**
 Elizabeth Carruthers, Maulfry Worthington, 2006-08-07 In Case Study 5 a grassroots Children's Mathematics Network group the initiative supported the participants in their professional change by giving them a space for the detailed and joint consideration of children's mathematical thinking Another significant feature of this initiative is its focus on careful consideration and analysis of children's mathematics and the ways in which professionals can support and encourage the children's mathematical thinking and reasoning The standard of the mathematical understanding thinking and reasoning that the displays revealed was far higher than the specified curriculum objectives for children of this age
 Researching Effective CPD in Mathematics Education
 RECME project NCETM 2009 The review also plays great score by play based learning of a mathematical nature and makes specific recommendations regarding early mark making as a precursor to abstract mathematical symbolism Section 115 features children's mathematical graphics and emphasises The role of mark making in children's cognitive development is set out in the taxonomy Carruthers and Worthington 2006 The report recommends that local authorities leaders managers and head teachers should provide a culture with a significant focus on mathematical mark making and a learning environment that encourages children to choose to use their own mathematical graphics to support their mathematical thinking and processes The Williams Maths Review DCSF 2008 At the very heart of the success of the book is the authors ability to see

mathematics through young children's eyes by listening to and reflecting on the constant efforts made by children to make sense of their world. This is a liberating book which proposes that the teaching of mathematics could and should be a highly creative and enjoyable process. Branwen Llewelyn Jones, Early Years Consultant at PACE Ltd, TACTYC. Groundbreaking. To single out any one chapter would be unfair because there is something thought provoking and inspirational throughout. If you want to expand your understanding upwards and outwards then get a copy soon. Times Educational Supplement. I first read *Children's Mathematics Making Marks Making Meaning* a couple of years ago and it had an immediate impact on my own thinking and teaching and the work I do with trainee teachers. I'm sure you will find it compelling reading too. I think it has the potential to change in a fundamental way how we think about early mathematical development. Lynne McClure, Editor, Maths Coordinator's File, Mathematics Association. In their exceptionally readable and informative book *Children's Mathematics Making Marks Making Meaning*, Carruthers and Worthington (2006) draw attention to one of the main goals of early years teaching that is to help children make links between the mathematics they have already encountered and continue to engage with at home and the more abstract mathematics of the school. These authors suggest that by encouraging children to represent mathematical ideas in their own ways and crucially by talking to the pupils about the marks they have made, we are given a window onto their thinking that may otherwise be inaccessible. Liz Pumphrey, NRICH. This book draws on the authors' many years of teaching children aged three to eight years and also on their extensive research with children in the home, nursery and school. The authors explain the development and range of young children's mathematical marks and visual representations showing how children make mental connections between their own early marks and subsequent abstract mathematical symbolism and go on to develop their own written methods. Combining theory and practice, this acclaimed book demonstrates how children's own mathematical graphics are highly creative and show deep levels of thinking. The authors show how this is the key to success in school mathematics and to higher levels of achievement. The authors are winners of TACTYC's 2003 Jenefer Joseph Award for the Creative Arts 3-8 awarded for their innovative work with children on mathematical graphics. [Foundations of Mathematics](#) Carole Skinner, Judith Stevens, 2013-01-24. A practical guide to developing children's early mathematical development written by leading early years numeracy experts. [Understanding Children's Mathematical Graphics: Beginnings In Play](#) Carruthers, Elizabeth, Worthington, Maulfry, 2011-04-01. Key features include [Beyond Fragmentation: Didactics, Learning and Teaching in Europe](#) Meinert Meyer, Brian Hudson, 2011-05-30. There is great diversity in teacher education systems and approaches to learning and teaching practice across Europe even though the practical everyday problems of the various national education systems may be very similar. Against this background in the field of research on didactics, learning and teaching it is important to overcome fragmentation and to find common ground. In this book the editors demonstrate how far we have come over recent years in advancing research in the field which has the ultimate aim of improving learning and teaching. The editors recognise the

diverging national and local practices as a starting point in searching for common ground and in creating shared understandings The book is organised in six parts with 26 chapters in which the authors examine whether there is a paradigmatic shift from teaching to learning take a closer look at various teacher education models and their empirical basis discuss the importance of subject didactics curriculum work and lesson planning and analyse the impact of Information and Communication Technologies on didactical design Finally they relate the empirical findings to theory construction and offer proposals to further advance this vital field by increasing levels of international co operation

Teaching And Learning Early Number Thompson, Ian,2008-10-01 For all trainee and practising early years teachers and classroom assistants this is an accessible guide to a wide range of research evidence about the teaching and learning of early number

Care and Education in Early Childhood Audrey Curtis, Maureen O'Hagan,2003-12-16 This book provides a comprehensive text that brings together the core issues surrounding the training of early years students

Journal for Research in Mathematics Education ,1997

The SAGE Handbook of Research on Teacher Education D. Jean Clandinin, Jukka Husu,2017-06-14 The SAGE Handbook of Research on Teacher Education offers an ambitious and international overview of the current landscape of teacher education research as well as the imagined futures The two volumes are divided into sub sections Section One Mapping the Landscape of Teacher Education Section Two Learning Teacher Identity in Teacher Education Section Three Learning Teacher Agency in Teacher Education Section Four Learning Moral Ethical Responsibilities of Teaching in Teacher Education Section Five Learning to Negotiate Social Political and Cultural Responsibilities of Teaching in Teacher Education Section Six Learning through Pedagogies in Teacher Education Section Seven Learning the Contents of Teaching in Teacher Education Section Eight Learning Professional Competencies in Teacher Education and throughout the Career Section Nine Learning with and from Assessments in Teacher Education Section Ten The Education and Learning of Teacher Educators Section Eleven The Evolving Social and Political Contexts of Teacher Education Section Twelve A Reflective Turn This handbook is a landmark collection for all those interested in current research in teacher education and the possibilities for how research can influence future teacher education practices and policies

Teaching Young Children Tricia David,1999-03-30 Tricia David starts the book off with a commitment to the importance of relationships The impact of emotional aspects of a school or nursery situation has long been neglected in the UK as is amply demonstrated by the list of criteria for judging the quality of teaching drawn from OfSTED criteria Amen to that Times Educational Supplement Friday Magazine Teaching Young Children is essential reading for early years teacher trainers and anyone working with young children from birth to eight years old It is an excellent companion volume to one of David's other books Young Children Learning David's many contributions to the literature in early years education has focused on the ways in which societies treat and educate young children Teaching Young Children is an evidence based book which raises important questions concerning the lives of young children and answers them in terms of the values underlying our society David and

her colleagues at the Centre for International Studies in Early Childhood have written a compelling book *Teaching Young Children* is a valuable resource and a must read for those who care about the lives of our youngest citizens *International Journal of Early Years Education Teaching Young Children* will help students and experienced practitioners to reflect on their own practice observe what is happening in their own and others settings consider ways of developing their pedagogy in the light of evidence from research and their own systematic explorations thus promoting evidence based practice Several chapters consider thinking and practice concerning young children learning in a range of curriculum areas language the arts mathematics physical education IT design and technology science and geography Other chapters deal with assessment the professional development of educators and teachers inspections play special educational needs and evaluating policy and practice Written by experienced practitioners from the centre for International Studies in early childhood *Teaching Young Children* shows that in the earliest years of childhood all children should experience the delight which can be part of effective pedagogy pedagogy which takes account of the child s individuality and development in the context of changing socio cultural constructions of childhood

Research and Debate in Primary Geography Simon Catling, 2017-10-02 This book brings together recent papers which make important contributions to understanding and developing primary geography It considers primary teachers and trainee teachers knowledge of geography how the primary curriculum uses geography teachers planning of geography teaching the way in which aspects of geography are taught what high quality geography might look like and children s geographical understanding and voices Though geography curricula change quite often in countries around the world the core matters noted above remain of constant and vital importance The papers in this book either concern research with primary teachers and children or consider key concerns in primary geography providing important perspectives for thinking about future developments in geography teaching and curriculum initiatives in primary schools This is a stimulating and enticing collection written by leading exponents of and experts in primary geography education This book was originally published as a special issue of *Education* 3 13

Register of Educational Research in the United Kingdom, 1992-1995 National Foundation For Educational Research, 1995 This latest volume of the Register of Educational Research in the United Kingdom lists all the major research projects being undertaken in Britain during the latter months of 1992 the whole of 1993 and 1994 and the early months of 1995 Each entry provides names and addresses of the researchers a detailed abstract the source and amount of the grant where applicable the length of the project and details of published material about the research

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