

SECOND EDITION

PRIMARY

Mathematical Knowledge for Primary Teachers

Jennifer Suggate,
Andrew Davis
and Maria Goulding



Mathematical Knowledge For Primary Teachers

Valsa Koshy, Ron Casey, Paul Ernest



Mathematical Knowledge For Primary Teachers:

Mathematical Knowledge for Primary Teachers Andrew Davis, Jennifer Suggate, Maria Goulding, 2010-04-05 Now in its fourth edition the bestselling text *Mathematical Knowledge for Primary Teachers* provides trainee teachers with clear information about the fundamental mathematical ideas taught in primary schools With rigorous and comprehensive coverage of all the mathematical knowledge primary teachers need the text goes beyond rules and routines to help readers deepen their understanding of mathematical ideas and increase their confidence in teaching these ideas Fully updated to incorporate recommendations of the Williams review new sections are included covering talk for learning in mathematics with an emphasis placed on the language and vocabulary used in arithmetic contexts Throughout the book knowledge is linked to the TDA standards for Qualified Teacher Status and features include Check questions to test the reader's understanding Challenges to increase teachers confidence and stretch their mathematical abilities Links with the classroom to emphasise the relevance of ideas to the classroom context Straightforward coverage from theory to practice for all aspects of the Mathematics framework The book is accompanied by e resources which contain further visual activities and support designed to scaffold and support the reader's own understanding Essential reading for all practising and trainee primary teachers this book is ideal for those who wish to increase their mathematical understanding and confidence in presenting mathematics in the classroom *Understanding primary school teachers' mathematical knowledge for teaching* Yasmin

Sitabkhan, Aida Alikova, Nurgul Toktogulova, Adema Zholdosbekova, Wendi Ralaingita, Jonathan Stern, 2025-05-13 We present the results from an exploratory study that aimed to measure teachers specialized knowledge in early mathematics during a pilot of an educational intervention using the Foundational Mathematical Knowledge for Teaching FMKT survey The survey was administered to 323 teachers in the Kyrgyz Republic in 2021 We delve into survey results at two timepoints pre and post intervention to showcase the areas in which the intervention was successful and identify ongoing challenges in teacher knowledge We found that the FMKT provided detailed specific information on teacher learning and is an example of one way to center teacher knowledge in an instructional intervention **Mathematical Knowledge for Primary Teachers** Andrew

Davis, Maria Goulding, Jennifer Suggate, 2017-02-17 Now in its fifth edition the best selling text *Mathematical Knowledge for Primary Teachers* provides trainee teachers with clear information about the fundamental mathematical ideas taught in primary schools With rigorous and comprehensive coverage of all the mathematical knowledge primary teachers need the text goes beyond rules and routines to help readers deepen their understanding of mathematical ideas and increase their confidence in teaching these ideas The book has been updated to incorporate changes in the National Curriculum and the associated tests In addition Chapter 1 has been expanded to discuss mathematical understanding in the light of the challenges posed by the current changes These include the re introduction of traditional calculation methods for multiplication and division the early coverage of abstract fractions calculations and much more Features include Check

questions to test the reader's understanding Challenges to increase teachers' confidence and stretch their mathematical abilities Links with the classroom to emphasise the relevance of ideas to the classroom context Straightforward coverage from theory to practice for all aspects of the Mathematics Framework The book is accompanied by eResources which contains further visual activities and support designed to scaffold and support the reader's own understanding Essential reading for all practising and trainee primary teachers this book is ideal for those who wish to increase their mathematical understanding and confidence in presenting mathematics in the classroom Knowing what Counts Seán Delaney, Marino Institute of Education, Ireland. Department of Education and Science, 2010 Tasks in Primary Mathematics Teacher Education Barbara Clarke, Barbro Grevholm, Richard Millman, 2008-10-25 Tasks in Primary Mathematics Teacher Education is intended to advance relevant research and innovative international practices in the preparation and professional development of mathematics teachers Emerging from discussion at the ICMI study on teacher professional development this volume focused on primary and elementary teachers culls a richness that can only be found by gathering wisdom from varied experiences around the world The choice of tasks and the associated pedagogies is a key aspect of teaching and learning mathematics Arguing that what students learn is largely defined by the tasks they are given several major themes are presented One such major strand the form function and focus of tasks is discussed throughout several chapters offering analysis discussion of implementation and exemplars of a broader category of illustrative techniques for developing critical understanding **The Mathematical Knowledge and Beliefs of Pre-service Primary Teachers in Hong Kong** Wing Yee Lo, 2014 Tasks in Primary Mathematics Teacher Education Barbara Clarke, Barbro Grevholm, Richard Millman, 2008-11-17 Tasks in Primary Mathematics Teacher Education is intended to advance relevant research and innovative international practices in the preparation and professional development of mathematics teachers Emerging from discussion at the ICMI study on teacher professional development this volume focused on primary and elementary teachers culls a richness that can only be found by gathering wisdom from varied experiences around the world The choice of tasks and the associated pedagogies is a key aspect of teaching and learning mathematics Arguing that what students learn is largely defined by the tasks they are given several major themes are presented One such major strand the form function and focus of tasks is discussed throughout several chapters offering analysis discussion of implementation and exemplars of a broader category of illustrative techniques for developing critical understanding *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. An Investigation of Primary Teachers' Mathematical Pedagogical Content Knowledge Wayne Hawkins, 2012 Abstract In an era of educational reform investigating teachers' pedagogical content knowledge has implications for many involved in education from policy makers and curriculum designers to those in teacher education. This thesis proposed a model designed by the researcher used to examine Shulman's 1986 theory of pedagogical content knowledge. In particular, it addressed primary teachers' pedagogical content knowledge required for teaching measurement. By examining teachers' mathematics pedagogical content knowledge, a greater understanding of teachers' professional knowledge was gained, enabling improvement of teacher quality by being able to identify more clearly individual teachers' needs for professional development. This study addressed four specific research questions: How evident is the teacher's depth of mathematical knowledge of measurement within their teaching? How do teachers show that they understand and address the needs of students when teaching? How do teachers demonstrate their general pedagogical knowledge when teaching? How is a teacher's knowledge and practice impacted by other factors when teaching and what are these major factors? A qualitative research model was used in which four teachers of Years Three and Four participated, providing four individual case studies. Each teacher was interviewed at the commencement of the study, was observed and recorded throughout their teaching of a sequence of measurement lessons, interviewed prior to and following each lesson, and finally responded to a reflective questionnaire two weeks after the sequence of lessons had concluded. Due to the extensive nature of the data, a series of vignettes was written based upon MATHEMATICAL PEDAGOGICAL CONTENT KNOWLEDGE. viii identified teaching episodes significant to addressing the research questions. These vignettes contributed to the cross case analysis. Yin (2010) along with the other data. The study found that the teachers' knowledge varied considerably in each of the areas of knowledge of teaching, knowledge of students, and knowledge of mathematics. Consequently, the teachers were rated differently in relation to their pedagogical content knowledge, ranging from very weak to strong. These differences were examined in terms of the model, providing evidence that the model effectively explained variations in teachers' pedagogical content knowledge. Factors such as self-efficacy, teacher beliefs, and the culture of the school were also shown to influence each teacher's pedagogical content knowledge. The model was shown to be dynamic and it clearly identified how and why pedagogical content knowledge varied from one teacher to another. This study has shown that the model used to represent pedagogical content knowledge demonstrated theoretical, methodological, and diagnostic value. This study concludes with a discussion of implications for policy and practice at system level and for teacher education courses for preservice teachers. The findings of this study provide further understanding of teacher

pedagogical content knowledge which is an essential step towards improving teacher quality and teaching practice The evidence suggests that this model could be used for further research into pedagogical content knowledge beyond the teaching of measurement *Exploring Mathematics and Science Teachers' Knowledge* Hamsa Venkat, Marissa Rollnick, John Loughran, Mike Askew, 2014-05-09 Globally mathematics and science education faces three crucial challenges an increasing need for mathematics and science graduates a declining enrolment of school graduates into university studies in these disciplines and the varying quality of school teaching in these areas Alongside these challenges internationally more and more non specialists are teaching mathematics and science at both primary and secondary levels and research evidence has revealed how gaps and limitations in teachers content understandings can lead to classroom practices that present barriers to students learning This book addresses these issues by investigating how teachers content knowledge interacts with their pedagogies across diverse contexts and perspectives This knowledge practice nexus is examined across mathematics and science teaching traversing schooling phases and countries with an emphasis on contexts of disadvantage These features push the boundaries of research into teachers content knowledge The book s combination of mathematics and science enriches each discipline for the reader and contributes to our understandings of student attainment by examining the nature of specialised content knowledge needed for competent teaching within and across the two domains *Exploring Mathematics and Science Teachers Knowledge* will be key reading for researchers doctoral students and postgraduates with a focus on Mathematics Science and teacher knowledge research *Primary School Teachers' Content Knowledge in Physics and Its Impact on Teaching and Students' Achievement* Annika Ohle, 2010 One influencing factor on students achievement is teachers professional knowledge The goal of this dissertation was to assess primary school teachers content knowledge CK of physics as one domain of professional knowledge and analyse the impact of CK on the actual teaching and students learning outcomes in the topic tates of matter and phase transitions A test assessing the teachers CK and a video analysis scheme have been developed to describe the quality of teachers instruction during the lessons in terms of learning process sequencing and content structure Multilevel analyses showed a significant positive impact of teachers CK on students achievement depending on the way the learning opportunities were sequenced within the lesson while no significant influence of content structure could be shown *Primary Mathematics for Trainee Teachers* Marcus Witt, 2014-11-19 With chapter sequencing following the new Curriculum this book supports trainee Primary school teachers to make use of the opportunities presented in the new National Curriculum for effective and engaging Mathematics teaching Covering all of the areas of the new Curriculum for primary mathematics and offering insight into effective teaching this book helps students connect what they need to teach with how it can be taught *Exploring opportunities in the new curriculum for creative and imaginative teaching* it shows readers how to capitalize on opportunities to develop children s reasoning and problem solving skills It explores how to make links between mathematics and children s lived experiences to enhance their learning and

enables trainees to develop an ability to plan with discernment making the most of existing thinking and research as well as building confidence in adapting and customizing ideas Includes the full National Curriculum Programme of Study for Maths key stages 1 and 2 as a useful reference for trainee teachers Other books in this series include Primary English for Trainee Teachers

Mathematics Explained for Primary Teachers Derek Haylock, Ralph Manning, 2014-06-19 Get access to an interactive eBook when you buy the paperback Print paperback version only ISBN 9781446285879 A Unique Blend of Digital and Print Learning Resources 5 Star student reviews A must have for teachers to be especially those who are a bit shaky on their maths knowledge Not many maths books keep me fixated but this is one that is definitely worth the money It is a book I will be using even when in the classroom Mathematics Explained for Primary Teachers develops your understanding of mathematical concepts and processes and how children learn them so you can confidently teach mathematics to primary children Tried and tested the fifth edition of Derek Haylock s much loved textbook matches the 2014 curriculum requirements for England Every chapter integrates children s learning classroom practice and teacher s own requirements for subject knowledge making this the ideal text to guide you through your studies and beyond More than just a book The new edition is supported by FREE access to an interactive eBook and a companion website allowing you to use a wealth of teaching and learning resources You can use the eBook to study where and when you want and read annotate and search the book on a tablet laptop or PC You can also visit study.sagepub.com/haylock5e to access Videos by the author introduce core themes of each section and explain key mathematical processes Links to the National Curriculum specify the statutory requirements for primary schools in England that relate to the mathematical content of each chapter Learning and Teaching points highlight important issues you may face in the classroom and provide practical guidance for teaching Self assessment questions help check your understanding and provide immediate feedback to see how well you have done Select SAGE journal articles to support literature reviews and wider reading Lesson Plan Activities by Ralph Manning support content focused chapters and contain creative mathematics tasks across the primary age range A Student Workbook is also available to accompany this book including over 700 practice problems to help you understand apply and teach primary mathematics Derek Haylock is an education consultant and writer with a background in mathematics teaching teacher education and classroom based research in mathematics education Ralph Manning is an independent consultant in primary education He has worked as a primary teacher and as a lecturer in primary teacher education for 18 years following a career in IT

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Mathematics For Primary Teachers Valsa Koshy, Ron Casey, Paul Ernest, 2014-04-08 This book combines accessible explanations of mathematical concepts with practical advice on effective ways of teaching the subject Section A provides a framework of good practice Section B aims to support and enhance teachers subject knowledge in mathematical topics beyond what is taught to primary children Each chapter also highlights teaching issues and gives examples of tasks relevant to the classroom Section C is a collection of papers from

tutors from four universities centred around the theme of effective teaching and quality of learning during this crucial time for mathematics education

Mathematics Explained for Primary Teachers Derek Haylock, 2010-08-05 This much loved textbook has been fully revised and updated to take account of the new Primary Curriculum which was made statutory in 2010 and will be taught in primary schools beginning September 2011 The new edition will be a valuable resource for new primary teachers as they prepare to teach this curriculum Some of the changes in the new edition include the following New chapters on key ideas and key processes in primary mathematics Reordering of the chapters to give more prominence to using and applying mathematics Further material on graphs in the chapter on coordinates and linear relationships References throughout to the new Primary Curriculum Research focus in every chapter Updating of suggestions for further reading More discursive answers to some of the self assessment questions A companion website providing a comprehensive glossary and additional material to enable primary trainees to prepare with confidence for the ITT Numeracy test A companion Student Workbook available for purchase providing further self assessment examples for checking understanding for using and applying mathematics and for teaching and learning Extensively used on primary PGCE courses and undergraduate courses leading to QTS this book is an essential resource for all new primary teachers

Engaging Primary Children in Mathematics Margaret Sangster, 2016-02-25 Effective teaching is a combination of technical skills and knowledge but good teachers also need to understand how children learn and how they can most effectively be taught *Engaging Primary Children in Mathematics* explores the various strategies for engaging children in mathematical learning in the light of theory and practice and is designed to talk straight to the teacher student about their classroom approach to the teaching of primary mathematics The importance of creating a learning environment in which children can learn to be young mathematicians where they can explore create and solve problems cannot be underestimated Margaret Sangster explores how students and practitioners can develop their practice by reviewing a range of approaches to the teaching of mathematics and the development of those young mathematicians with examples of thought provoking activities to inform their own practice

Mastery Mathematics for Primary Teachers Robert Newell, 2023-04-26 This book examines how mathematical mastery influenced by East Asian teaching approaches can be developed in UK schools to enhance teaching and to deepen children s mathematical knowledge It gives guidance on using physical resources to demonstrate key concepts extended examples on how to teach different curriculum topics and how to plan for small step progression It argues that effective mastery teaching requires careful and knowledgeable support for primary teachers who may not yet be maths specialists New to this second edition New chapter on variation theory and practice Updated case studies exploring how mastery teaching has evolved Updated review of current mastery resources available to UK teachers Robert Newell is a lecturer at the UCL Institute of Education London

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

How Chinese Acquire and Improve Mathematics Knowledge for Teaching Yeping Li,Rongjin Huang,2018-05-16 While the importance of knowledge for effective instruction has long been acknowledged and the concept and structure of mathematics knowledge for teaching are far from being new the process of such knowledge acquisition and improvement remains underexplored empirically and theoretically The difficulty can well associate with the fact that different education systems embody different values for what mathematics teachers need to learn and how they can be assisted to develop their knowledge To improve this situation with needed consideration about a system context and policies *How Chinese Acquire and Improve Mathematics Knowledge for Teaching* takes a unique approach to present new research that views knowledge acquisition and improvement as part of teachers life long professional learning process in China The book includes such chapters that can help readers to make possible connections of teachers mathematical knowledge for teaching in China with educational policies and program structures for mathematics teacher education in that system context *How Chinese Acquire and Improve Mathematics Knowledge for Teaching* brings invaluable inspirations and insights to mathematics educators and teacher educators who wish to help teachers improve their knowledge and to researchers who study this important topic beyond a static knowledge conception

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

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