

# 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

**Carol Aubrey, Tricia David, Ray  
Godfrey, Linda Thompson**



## **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.

**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 Merrilyn 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, Maufry 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 Ground breaking 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 Math 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 Dancer, 2013-06-20 *Foundations of Mathematics* outlines seven strands of practice which underpin successful mathematical development in children aged 3 7 Early years mathematics specialists Carole and Judith draw on their experience of working with early years practitioners including consultants and advisers across the UK and internationally The book is completely up to date and embeds the Revised Early Years Foundation Stage throughout the book The book brims with multi sensory ideas that will trigger children s curiosity measuring using sand mousse hunting for buried treasure and building secret dens outdoors There are activities that involve playing and exploring games to make learning active and experiences to develop creative and critical thinking Alongside these practical experiences and activities are clear explanations of the reasoning behind the ideas with clear guidance on the role of the practitioner and Home Challenges to promote the engagement of families The authors provide straightforward advice to support the development of a mathematically enriched learning environment and ideas to help children transfer learning into their own child initiated play to build a genuine and solid foundation for mathematics [Journal for Research in Mathematics Education](#) ,1997 **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

*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

Primary Mathematics: Extending Knowledge in Practice Alice Hansen,2008-06-09 Still the biggest concern for many on initial teacher training courses is the acquisition of subject knowledge and the ability to translate that into effective teaching This book addresses this building on the core subject knowledge covered in the Achieving QTS series and relating it to classroom practice It supports trainees in extending and deepening their knowledge of Maths and demonstrating how to apply it to planning and implementing lessons Practical and up to date teaching examples are used to clearly contextualize subject knowledge A clear focus on classroom practice helps trainees to build confidence and develop their own teaching strategies

EBOOK: Promoting Children's Learning from Birth to Five Angela Anning, Anne Edwards,2006-03-16 Reviews of the first edition At a time of constant and rapid change in education this book will inform and reassure early childhood professionals Practical Pre School Besides advice on the most helpful ways to develop learning in areas such as maths and literacy there are suggestions and comments about further reading at the end of each chapter and examples of the thoughts and responses of real children are never far from the page TES Innovative resourceful and thoroughly researched a challenge to existing and emerging early childhood professionals Contemporary Issues in Early Childhood Promoting Children s Learning from Birth to Five supports early years professionals as they develop new practices to promote young children s learning This

second edition fully reflects the enormous changes in early childhood education and care since the publication of the first edition Retaining its successful focus on literacy and mathematical development as key exemplars of promoting young children s learning the book considers new ways of working with parents promoting inter professional collaboration and achieving sustainable systematic change in children s services The second edition Draws on current research in early literacy and mathematical thinking Focuses on multiprofessional practice showing how practitioners who work from evidence across professional boundaries are able to give strong interactive and sensitive support to young children and their parents Takes into account policies and practices such as Every Child Matters the Primary Strategy and Children s Centres Includes updated material on aspects of leadership and on the role of the Senior Practitioner in developing innovative services for children and their families Explores the importance of personal social and emotional development in the curriculum for under fives Working from the basis that children learn most readily in contexts where parents and professionals are keen to learn the authors help early childhood professionals to meet the challenges of reshaping children s services This is key reading for all early childhood professionals and students

**The Professional Development of Early Years Educators** Jane Waters, Jane Payler, Ken Jones, 2019-07-23 This book provides a critical insight into comparative approaches to the professional learning and development of early years educators taken to include all those working in a professional capacity with young children in educative settings including home based care and education It also analyses leadership development for the early years workforce and the evaluation of the success or otherwise of professional development initiatives involving early years educators The book includes perspectives on relevant policy development at local and national levels and critical consideration of research literature on the effectiveness of professional development programmes for early years educators The book is essential reading for professionals working in early years settings for those engaged with the professional learning of early years educators and for academics researching professionalism in early years education It provides international perspectives on the professional learning and development of those working in early years education This book was originally published as a special issue of the journal Professional Development in Education

**Educational Practices** D. B. Rao, 2004 Contents How Children Learn Motivation to Learn Academic and Social Emotional Learning Preventing Behaviour Problems What Workers Parents and Learning Improving Student Achievement in Mathematics Teaching Tutoring Teaching Reading Teaching Additional Languages Effective Educational Practices Preventing HIV AIDS in Schools Assessing Learning Performance



## The Enigmatic Realm of **Mathematics Teaching In The Early Years An Investigation Of Teachers Subject Knowledge:** Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **Mathematics Teaching In The Early Years An Investigation Of Teachers Subject Knowledge** a literary masterpiece penned by way of a renowned author, readers embark on a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting affect the hearts and minds of those who partake in its reading experience.

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