

# Preparation for teaching and learning in primary mathematics

Preparation for teaching and learning involves invisible, visible and recorded preparation; all of which are complementary and necessary to support the provision of appropriately engaging mathematical learning experiences for all children. Such preparation lends to the provision of rich learning environments, appropriately playful and engaging learning experiences, and meaningful assessment.

Preparation and planning can help teachers to attend to the mathematical learning of every child (all children), facilitate purposeful enactment of the curriculum and support decision-making about pedagogical approaches. When preparing for learning in primary mathematics, it is important to strike an appropriate balance between providing opportunities for targeted and structured learning, as well as providing flexibility to allow for openness and the exploration of unexpected learning opportunities.

**Planning tools should serve to scaffold a teacher's vision for children's learning, as they work towards achieving Learning Outcomes.**

Attending to the mathematical learning of every child	Purposefully enacting the curriculum	Supporting decision-making about pedagogical approaches
<i>Planning helps position the child/children as the central focus for teaching, learning and assessment in primary mathematics</i>	<i>Planning serves to bring the curriculum to life through the provision of appropriately playful and engaging learning experiences</i>	<i>Planning helps teachers to make decisions about how pedagogy can best be employed to respond to the needs and strengths of all children, as they work towards achieving Learning Outcomes</i>
<p><b>Key considerations</b></p> <ul style="list-style-type: none"> <li>● What do I know about these children – their strengths, needs and interests?</li> <li>● What is the scope and scale of needs across the class / group?</li> <li>● How might children best engage with intended learning?</li> <li>● How might children best represent their learning?</li> <li>● How might children best express themselves as they learn?</li> </ul>	<p><b>Key considerations</b></p> <ul style="list-style-type: none"> <li>● What Learning Outcome[s] will be the focus for the learning?</li> <li>● What is the focus of the new learning?</li> <li>● What learning may need to be reinforced?</li> <li>● What learning experiences will be most appropriately engaging, in this case?</li> <li>● What supports could I access to support my thinking and decision-making?</li> </ul>	<p><b>Key considerations</b></p> <ul style="list-style-type: none"> <li>● How might the learning environment be best organised to optimise learning?</li> <li>● What learning activities and tasks might work well, in this case?</li> <li>● What pedagogical practices might be useful to employ to support learning?</li> <li>● What is my role as a teacher in supporting children's learning?</li> <li>● What teaching and assessment resources might be most useful?</li> </ul>