

Teachers, Students and Research: One Possibility for Teaching Early Numeracy

Philip Clarkson
Australian Catholic University
p.clarkson@patrick.acu.edu.au

Three interlocking papers have been written for the symposium 'Researching a Systematic Early Numeracy Initiative'. The initiative referred to is the mathematics project 'Count Me In Too' (CMIT), developed for the early years of New South Wales government schools. The three papers look at the effect this project has had on teachers and students, and how the project is situated within the body of research on the early years of schooling. This paper is written in response to an invitation to discuss these three papers with a view to forming some questions that may be useful to ask at the symposium.

Mapping Children's Stages of Arithmetical Solution Methods

Peter Gould
NSW Department of Education & Training
<peter.gould@det.nsw.edu.au>

Robert (Bob) Wright
Southern Cross University
<bwright@scu.edu.au>

An analysis of the age at which students' demonstrate different stages of arithmetical solution strategies (based on Steffe's psychological models) was used to develop a baseline in evaluating the impact of a professional development program in early number learning. This baseline of performance, matched to ages within the cohort, was used as a global determinant of growth in increased efficiency of solution strategies due to the Count Me In Too early numeracy program operating in these schools.