

Reflecting upon mathematical competency: An appreciative inquiry

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A key principle underlying the Reggio Emilia approach is the recognition of children's existing capabilities and competencies (Infant-Toddler Centres and Preschools, 2010). Therefore, this presentation reports an appreciative inquiry into mathematical competency situated within a Reggio Emilia inspired primary school in South Australia (McCluskey & Moyse, 2020). This appreciative inquiry aimed to uncover teachers' use of language to describe children's mathematical competencies alongside identifying characteristics of effective practice (Gaffney & Faragher, 2010) to illuminate a sense of reciprocity between learning and teaching. This involved an iterative process of reflecting upon documented stories of mathematical learning and practice. Pedagogical themes emerging from the inquiry are identified and areas for further research are identified.

References

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