

**LEAP Action Learning Report 2012**

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| Topic area  (The What) | ‘How and in what ways is Numeracy delivered in the early years of the primary education?’  \*Is there a provincial curriculum? \*Are text books used to deliver the curriculum? \*What Board resources are available to assist implementation of the curriculum? \* What pedagogy is used to deliver the curriculum? \*How are student outcomes measured? \*What PL is provided to support the teaching of numeracy? \*What collaborative networks exist across schools to enhance the teaching of numeracy? |
| Context  (The Where and When) | Limestone District School Board  Shelby Elementary School  Oct 2012 |
| Research methods  (The How) | Questions, classroom observations, teacher/student interviews |
| Initial major findings  (preferably in dot-point form) | * Curriculum is provincially based. All programs based on Ontario Curriculum Grades 1-8 beginning 2005 * School year is Sept to following June. 185-190 instructional days per year, 300 instructional minutes per day for students, staff allocated 240 minutes for planning each 5 days. * Maths is allocated 50-60 minutes uninterrupted per day * Text books are not encouraged and few schools have ready access to books. * Each lesson begins with a ‘Learning Goal’ and then with ‘Success Criteria’ underneath, this is added to each day until the outcome has been taught. * All lessons have a whole class component, with rotational group or small group activities to consolidate outcome. * Students are assessed using teacher observations, anecdotal records, and EQAO tests. (similar to NAPLAN) * Professional learning is similar to NSW   Staff work collaboratively together to plan lessons and develop/share resources to support their t/l. |
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