

MEI 7 2019 Plenary Sessions

MEI MEI OCT 09, 2019 10:01AM

Geometry in Junior Cycle

How are pre-service teachers coping with developing “mathematical arguments about geometric relationships and explore the concept of formal proof, using deduction to establish the validity of certain geometric conjectures and critiquing the arguments of others” (NCCA, Junior Cycle)?

Could Tracy say something about the theme of identifying misconceptions. Whose misconceptions and who should identify them?

(All) to what extent can (has?) learnings from curriculum development and implementation at second level influenced primary level development?

ICT

Was all ICT use chalk-and-talk?

Other resources

Any idea of why Preservice1 thought they would use other resources, and Preservice2 not. And in-service teachers in the middle, who should know how it really is. What did P1 expect? What did they think about the textbooks vs other resources, and why did it change?

Maths difficult for most students

Eabhnat: could students perception re maths as difficult reflect their own developing proficiency in teaching? Could they be projecting a perceived lack of success on to their students rather than reflecting on their own practice?

(On-going) Research -> Curriculum Development

Is it too late now for researchers with on-going research in primary mathematics education to inform the NCCA's primary mathematics curriculum development? If not, how

could they get in touch with NCCA? Would findings from on-going research (i.e. not published yet) also be looked at? Is there a deadline to get in touch?

Actors' dialogue

What signs of hope for 'actors' speaking to each other and achieving much more than the sum-of-the-parts for the benefit of children's learning?

Teacher beliefs

How can we tackle teacher beliefs/misconceptions about children's maths ability/learning which impact on the kinds of pedagogies teachers use?

Pedagogy

How do we ensure pedagogical change rather than just content changes?

Learning Paths/trajectories

Are there risks involved in using learning paths? Might some teachers feel like they are just milestones to meet and never stray from the path?

Progression Continuum

My school had our Language Curriculum Day yesterday and the message was that the NCCA have rowed back on the Progression Continuum and they do not feature in the teacher handbook. This was due to the feedback from teachers who voiced their concerns about its implementation. I am just wondering will the Progression Continuum for the new Mathematics Curriculum suffer the same fate.

Question for Tracey

Interesting that teachers are looking for lesson outlines. Will these be exemplars/exemplary/models? Just wondering

how you might balance offering this support without appearing prescriptive?.

extent are the stakeholders drawn from dominant groups with the strongest and most orthodoxly coherent voices?

Consultation on primary curriculum

In the pursuit of equity and access how are the experiences and perspectives of marginalized communities taken into account (e.g. cultural, economic, social exclusion)? To what

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