

**WEST DUNBARTONSHIRE COUNCIL**

**NUMERACY CONFERENCE**

**DUMBARTON FOOTBALL CLUB**

**Wednesday 10 October 2012**

**Agenda**

- 9.00am Coffee and registration for workshops
- 9.20am Introduction
- 9.25am National Perspective - Marion Burns HMI Lead Officer, Education Scotland
- 9.45am Progress to date in West Dunbartonshire Ronnie Thumath, QIO
- 10.00am Task - Principles and Practice in Numeracy and Mathematics - Mary Devine, QIM
- 10.45am Coffee Break registration for workshops
- 11.15am Good Practice Workshops:  
Choose 3 from 5 (3 x 20 min sessions)
- A. Outdoor Learning - **Clare McColl, St Stephen's**
  - B. Development of a Sensory Garden - **Auchnacraig EECC**
  - C. Financial Education - **Jane Crombie, St Mary's PS**
  - D. Numeracy Across Learning - **Joanne Oliver, Dumbarton Academy**
  - E. Thematic Approach to Mathematics - **St Eunan's PS**
- 12.15pm Summing Up



## NUMERACY CONFERENCE

You will be able to choose 3 from the 5 workshops when you arrive on Wed morning. There will be a limited number of places on each workshop to ensure an even spread at each session.

### Workshop Outlines

**A. Outdoor Learning**

**Clare McColl, St Stephen's**

“Sharing Good Practice in taking Numeracy / Mathematics Outdoors”

**B. Development of a Sensory Garden**

**Auchnacraig EECC**

“Focusing on the foundations of early written mathematics to support the planning of a sensory garden”.

**C. Financial Education**

**Jane Crombie, St Mary's PS**

“share practice regarding financial education through interdisciplinary learning. Links with the community, parents and learning, life and work will be highlighted”

**D. Numeracy Across Learning**

**Joanne Oliver, Dumbarton Academy**

“An example of planning, assessing and moderating numeracy across learning.”

**E. Thematic Approach to Maths**

**St Eunan's PS**

“Planning a pyjama party (clocks, calendar, notes/coins and fractions”.

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Session 1      11.15 – 11.35am

Session 2      11.35 – 11.55am

Session 3      11.55 – 12.15pm

## Principles and Practice in Numeracy and Mathematics

You were asked to read the principles and practice papers before coming here today. Reflecting on what you read, and in particular your own practice, discuss and answer the question given to your group. Everyone must take notes as you may be asked to move or to share your group's decisions

Number yourselves 1 to 8 at your table

The following questions will be answered

Task 1 to be done in groups of 4

**A) What does it mean to be numerate and what are you doing in your establishment to ensure that all children/ young people are numerate (4 people)**

A) How have you raised the bar in expectations in your school/establishment for numeracy (4 people)

**Group A -Numbers 1-4 will answer this question**

**B) What does it mean to be mathematical and what are you doing in your establishment to ensure that all children/ young people are developing as mathematicians (4 people)**

B) How have you raised the bar in expectations in your school/establishment for mathematics ( 4 people)

**Group B- Numbers 5-8 will answer this question**

**Task 1a) Share the outcome of your group discussion**

**What are the similarities?**

**What are the differences?**

**What will you do back in your school to take this forward?**

**A) What are the features of effective learning and teaching in numeracy in your school/establishment (4 people)**

What are the broad features of assessment in numeracy

**B) What are the features of effective learning and teaching in Mathematics in your school/establishment (4 people)**

What are the broad features of assessment in mathematics

**Task 2a) Share the outcome of your group discussion**

**Record the main features of effective learning and teaching in numeracy and mathematics**

**Record the important aspects of assessment of these areas**