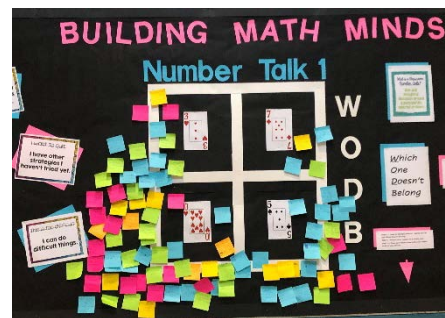


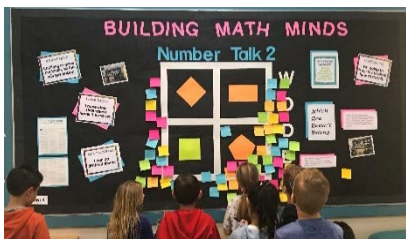
Castle Park update on APL Numeracy Goal May 2020

We did a survey with students about their attitudes in the fall, and our intention was to repeat it in the spring to see what the differences were.

Staff continued to use a variety of number routines to engage students, encourage mathematical talk and for students to share their strategies with their peers to build their repertoire. Math as a collaborative process was encouraged through the number talks, number routines, and tasks. Growth mindset in Math was encouraged following the work of Jo Boaler.



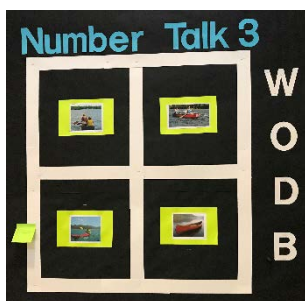
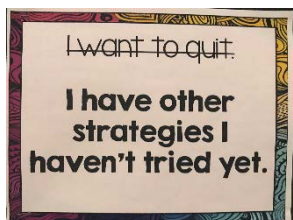
Christina Tondevoid's Build Math Minds was shared with staff a resource to review and improve understanding of their own pedagogy; as well, this sight provided virtual Pro-D for ways to teach core concepts of number sense and key mathematical strands that align with a movement in our current practice. Other resources were shared and offering of Pro-D in our district. Andrew purchased Carole Fullerton resources for teachers so that they had their own copies of the books. This eased the complexity of sharing and allowed for easier access for teachers.



Which One Doesn't Belong (WODB) bulletin board was established to be a way of engaging the entire student body in low floor-high ceiling that this task allowed. Individual student thinking/ideas of ideas were displayed and were shared over the PA system with the entire school to honour and validate the process and their ideas.

Other number talk bulletin board were to come but ...COVID -19.....

During remote learning, many parents have been participating in math tasks, math routines, math discussions and watching math teaching videos with their children. Through this, their children have been able to share their math thinking, math language and different ways of approaching math.



WODB activities help to develop reasoning skills, make logical arguments, express ideas in words, and engage with visual mathematics – which ultimately leads to deeper and more meaningful understanding of challenging topics and concepts.