The way I teach algebra has changed. Now I teach it based a lot on understanding of why things work rather than the how. Students need to know why they do things, not just how to do them. (In-school facilitator)

I used to assume that the students arrived from year 8 knowing how to do mathematics without an understanding of number. (Secondary teacher)

Teachers identified time for teaching and preparation as the greatest limiting factor. Teachers confirmed that a sound understanding of number is the most important aspect of mathematics that needs to be taught in mathematics without an understanding of number. Emphasise number skills, a feel for number. Little else can be taught in mathematics without an understanding of number. (Secondary teacher)

Student Performance and Progress

Evaluation of the Secondary Numeracy and CAS Pilot Projects 2005

Evaluation and research reports are up on www.nzmaths.co.nz/numeracy and www.nzmaths.co.nz/research.

NUMERACY DEVELOPMENT IN NEW ZEALAND
THE STORY CONTINUES...

Since its beginnings in 2000, more than 21 000 primary teachers have been involved in the NDP (Numeracy Development Projects). Most primary and many intermediate schools have now implemented the pilot phase, and at any one time 1 400 students, including 1 100 Maori-medium students, have been tested to get a picture of the impact of the NDP. Research has shown that the learning of 30 000 primary and intermediate students has been directly influenced by the involvement of their teachers in the NDP. Beginning in 2005, secondary school mathematics teachers are also being given the opportunity to have professional development focused on number and algebra. In the first year of the Secondary Numeracy Pilot Project (SNP) teachers and facilitators across the country were involved. This pilot was broadly region-based and included 22 school-based facilitated projects.

Concurrently with the expansion of the NDP, an unprecedented volume of research has been undertaken by academics to gain the ‘big picture’ of the changes that have occurred in New Zealand schools. The first major wave of this research was conducted in 2002 and 2003. A range of research methodologies were used which have provided a much deeper understanding of how young people engage academically and emotionally in the mathematics classroom, and, in addition, have tested their students' motives for learning. The research has shown that the students’ goal for learning has changed. There is a greater understanding of how different contexts, systems, and cultures influence student achievement.

New Zealand students now place a much higher value on mathematics, with a bigger difference to outcomes for diverse students. It shows us how different contexts, systems, and cultures influence student achievement. (In-school facilitator)

The research has shown that the students’ goal for learning has changed. There is a greater understanding of how different contexts, systems, and cultures influence student achievement.
Student Achievement

Overall, there was a positive impact on student achievement. The gaps between ethnic groups appear to be reducing. Further investigation is needed to determine whether numeracy thinking and their understanding of fractions.

Findings from the Numeracy Development Projects 2005

Aim to encourage all schools to provide sufficient time each week for the teaching of mathematics. Quality teachers have a thorough understanding of the mathematics they teach, both in conceptual understanding and in the ability to communicate and navigate the material effectively. They are able to provide a range of contexts and examples that students can relate to, and they are able to model, discuss, and critique students’ work effectively.

Research Focus for 2006

Professional Practice

Researchers are investigating:

• the relative impacts of external and in-school facilitators on secondary teachers’ professional practice;
• the leadership of the principal and lead teacher and the role of lead teachers;
• the organisational dynamics of schools that are successfully sustaining numeracy development;
• how the structures of in-class sessions with facilitators help or hinder teachers’ uptake of new knowledge and skills;
• the organisational structures in small-group, teacher-led instruction that promote strong student achievement;
• the impact of external professional learning and development on teachers’ professional practice;
• the influence of gender, ethnicity, and socio-economic status, with a particular focus on mathematics in years 5–9;
• the longer term impact of the NDP on student achievement;
• patterns of performance and progress in students of different gender, ethnicity, and socio-economic status;
• the organisational dynamics of schools.

Sustainability

Researchers are investigating:

• the degree of sustainability and effectiveness of the NDP in different settings;
• the relative impacts of external and in-school facilitators on secondary teachers’ professional practice;
• the extent to which students maintain their levels of achievement in numeracy as they transfer from primary to secondary school;
• the differences between secondary schools participating in the NDP for the first time in 2006 and those participating in 2005;
• the organisational structures in small-group, teacher-led instruction that promote strong student achievement;
• the impact of external professional learning and development on teachers’ professional practice.

Aim to further reduce the achievement gaps between European, Maori, and Pasifika students. Aims for 2006:

• To help students progress to the higher stages of the Number Framework.
• To help students advance in terms of their understanding of mathematical concepts and procedures.
• To provide opportunities for students to experience a range of mathematical activities and discussions.
• To encourage students to develop their problem-solving and reasoning skills.

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**Findings from the Numeracy Development Projects 2005**

**Professional Practice**

**Student Achievement**

- Overall, there was a positive impact on student achievement.
- The gains between ethnic groups are more pronounced.
- Further investigation is needed into student mathematics thinking and their understanding of fractions.

**Research Focus for 2006**

**Professional Practice**

- The professional development programme includes professional development for all teachers.
- It aims to improve student performance in mathematics.
- The programme includes professional development for all teachers.
- It includes professional development for all teachers.

**Sustainability**

- The programme includes professional development for all teachers.
- It focuses on the impact of the programme.
- The programme includes professional development for all teachers.
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**Findings from the Numeracy Development Projects 2005**

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- It includes professional development for all teachers.
The project has been extremely valuable in our school. It was shocking at first to see how far behind the students were and, in a short space of time, (Hikurangi School)

- the performance and progress of students in the SNP and the impact this has on
- the performance and progress of students in the Te Poutama Tau project;

The success of this project can be seen in the stunning progress of our students, especially Maori students. (Bruce Crawford, Principal, Students have had a complete turnaround in their attitude to maths. (Shona Hewlett, Principal, Otama School)

The relationship between te reo Maori and mathematical thinking needs to be

problem solving and content (number, algebra, geometry, measurement, statistics).

Many students think mathematics is useful for everyday life and important for

Not all students showed the same level of achievement, with significant

from year 8 to year 9.

NDP students are carrying forward their understanding of algebraic thinking

Students in the SNP appear to have a much deeper understanding of

The number of students making no stage gain is declining, especially in

and statistics).  

Overall, there was a positive impact on students’ achievement.

Student Achievement

- overall levels of student achievement in mathematics.
- the extent to which students maintain their levels of achievement in
- the effectiveness of the 2006 sustainability initiatives;

Researchers are investigating:

- the relative impacts of external and in-school facilitators on secondary teachers’
- regional similarities and differences in the professional development model and the impact
- the organisational dynamics of schools that are successfully sustaining numeracy development;

Researchers are investigating:

- how the structures of in-class sessions with facilitators help or hinder teachers’ uptake of

Facilitators who act as co-teachers are able to guide teachers’ interpretations of the

The teacher of this successful numeracy class used language to advance students’

practice will be sustained after facilitation ends.

The modelling book gives students additional information that is useful in building

The Numeracy Project has made a significant

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To encourage students to learn to 4, settle difficulties and understand students that are likely to encounter.

Aims for 2006:

- how students are likely to learn it, and the difficulties and misunderstandings that students are likely to encounter.

Professional Practice

- the structural characteristics of small-group, teacher-led instruction that promotes strong achievement gains for all students;
- how the structures of in-class sessions with facilitators help or hinder teachers’ uptake of mathematical knowledge and practices;
- the organizational dynamics of schools that are successfully sustaining numeracy development;
- regional similarities and differences in the professional development model and the impact

Sustainability

- the extent to which students maintain their levels of achievement in numeracy as they transfer from primary to secondary school.

Findings from the NUMERACY DEVELOPMENT PROJECTS 2005

Evaluative and Reflective Studies

- the drop in students’ enjoyment of mathematics.
- improvements in students’ achievement and understanding of mathematics.

Professional Practice

- the longitudinal design goes beyond giving additional information to be useful in building

Sustainability

- the extent to which students maintain their levels of achievement in numeracy as they transfer from primary to secondary school.

Research Focus for 2006

- the extent to which students maintain their levels of achievement in numeracy as they transfer from primary to secondary school.

Professional Development Focus for 2006

- the extent to which students maintain their levels of achievement in numeracy as they transfer from primary to secondary school.

The Numeracy Development Projects aim to improve student performance in mathematics through improving the professional capability of teachers. Quality teachers have a thorough understanding of mathematics, how students are likely to learn it, and the difficulties and misunderstandings that students are likely to encounter. 

Aims for 2006:

- To help students progress to the higher stages of the Number Framework.
- To further reduce the achievement gaps between European, Maori, and Pasifika students.
- To encourage students to learn to 4, settle difficulties and understand students that are likely to encounter.

- To provide opportunities for pre-service teacher educators to discuss numeracy and mathematical issues.
- To encourage all schools to provide sufficient time each week for the teaching of mathematics.

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- To encourage all schools to provide sufficient time each week for the teaching of mathematics.
The way I teach algebra has changed. Now I teach it based a lot on if they know why, the how comes naturally. (In-school facilitator)

I used to assume that the students arrived from year 8 knowing the most rudimentary understanding of mathematical concepts. Most teachers in the study believed that the pilot had led to students having a deeper and more robust understanding of mathematical concepts, both as number and as algebra. It shows that learners can be supported, can develop, and influence an impact in mathematics. In particular, it highlights what the evidence suggests can make a big difference in outcomes for diverse mathematics learners. This publication will essentially be out of date in about year 8 or 9 by 2004.

Teachers confirmed that a sound understanding of number is the most important requirement for students coming into year 9. It is critical, therefore, that interventions aimed at improving students’ knowledge of number be of a high quality. The CAS Pilot Project was seen as having great potential to improve students’ understanding of number by giving them a hands-on approach to dealing with number and algebra.
EMPHASIS ON NUMBER SKILLS, A FEEL FOR NUMBER. LITTLE ELSE CAN BE
REQUIREMENT FOR STUDENTS COMING INTO YEAR 9.
TEACHERS CONFIRMED THAT A SOUND UNDERSTANDING OF NUMBER IS THE MOST IMPORTANT
DETERMINANT OF HOW WELL STUDENTS WILL PERFORM IN MATHEMATICS.
THE THIRD SERIES PROVIDES A RANGE OF RESOURCES TO SUPPORT MATHS TEACHERS.
THE CAS PROJECT IS LED BY SEVEN REGIONAL CO-ORDINATORS AND 32 SCHOOL-BASED FACILITATORS.
BEGINNING IN 2005, SECONDARY SCHOOL MATHEMATICS TEACHERS ARE ALSO LOOKING AT THE POTENTIAL TO "HOLD" A GOAL-BASED ORIENTED TEACHING PROGRAMME.
CONSEQUENTLY, WITH THE EXPANSION OF THE NDP, AN AUTONOMOUS VOLUME OF RESEARCH HAS BECOME AVAILABLE TO ACADEMICS TO GAIN THE INFORMATION ON WHICH TO BASE FUTURE DIRECTIONS.
THE NDSP WAS A KEY ELEMENT IN THE MECHANISMS FOR THIS SHIFT.
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