



# The Wilkie Way

## Newsletter December 2023

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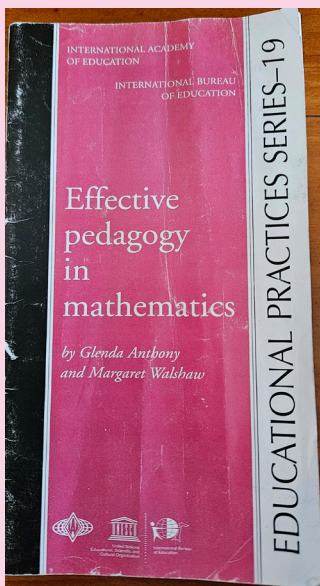
### Maths hasn't changed and isn't changing

In the Government 100 day plan we have all heard number 37: Require primary and intermediate schools to teach an hour of reading, writing and maths per day starting in 2024.

Good idea? only if you make good use of the hour - leaving a group to play maths games for an hour is not good use, likewise expecting students to concentrate for an hour of instruction is not good use either. Most schools I work in at primary level were already doing an hour of maths most days but it was still the most likely to get dropped when squeezed out by swimming or other events in the school day.

### Have you heard number 39: Appoint an Expert Group to redesign the English and maths curricula for primary school students.

I have decided to stop all my work on realigning resources to the current curriculum refresh until we have further clarity. Meanwhile maths is maths - 2 and 2 still makes 4.



I would urge schools to pay more attention to phase one of the common practice model and think more about how they are teaching maths.

This little booklet (produced in 2009) is still very relevant and much of the common practice model is evident in the writings of this booklet.

The conclusion from this booklet is not rocket science.

**The nature of mathematics teaching significantly affects the nature and outcomes of student learning. Schools communities and nations need to ensure that their teachers have the knowledge, skills, resources and incentives to provide students with the very best of learning opportunities.**

The Beginning School Mathematics series (BSM) very clearly stated

### A resource is only as good as the teacher using it

Following a published scheme of work should:

- provide consistency and continuity;
- educate the teacher and build teacher knowledge; (teacher guides are an essential component)
- be flexible and meet the needs of your students not the scheme;
- be supplemented with more practice if required;
- be supplemented with opportunities for unfamiliar problem solving.

# Improving Assessment

So far we have little guidance on any changes to assessment and reporting.


PaCT is it being “sunsetting” or not? The learning progressions sitting behind the PaCT tool are still very relevant and the exemplars are particularly useful for moderation purposes.

You will find a series of professional development booklets on using the exemplars for moderation in the moderation section of the members area of my website including a guide to using the booklets.

PAT has been updated and schools will need to order new paper booklets if they are not using the online version.

e-assTTe - no further information

Gloss & JAM - stages have little relevance to the curriculum refresh and a focus on different strategies to get an answer has been superseded by using a reliable and efficient strategy for addition, subtraction, multiplication and division (the most reliable and efficient being a standard vertical form)



**Using Curriculum Progress Tools**  
([curriculumprogresstools.education.govt.nz](http://curriculumprogresstools.education.govt.nz))

**Teacher Professional Learning**


Becoming familiar with the Mathematics Learning Progressions through the moderation of exemplars

**Focus Area:**

**Algebraic Thinking**

**Patterns and Relationship Progression**  
Range: Signposts 3 - 6

**Using Symbols & Expressions Progression**  
Range: Signposts 3 - 6

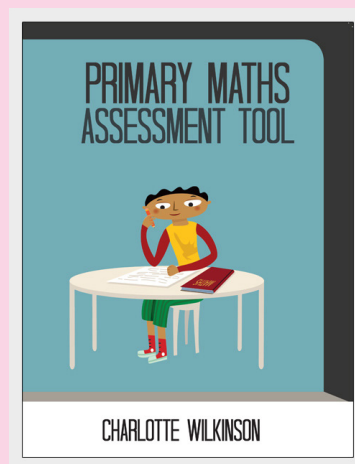


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Alternative Assessments available include PMAT - the Primary Maths Assessment Tool published by Edify. This tool assesses how students use their knowledge to solve problems. (Knowledge of maths, of reading problems and of communicating their solutions)



The Wilkie Way Mathematics Assessment Screens

These screens identify what your students already know, any gaps in their learning and what they need to learn next.



**The Wilkie Way**

**NZ Curriculum Mathematical Number Knowledge & Skills Screening Assessment Level 1 Even Year**


Student Name \_\_\_\_\_  
Year Group \_\_\_\_\_

Area of Mathematics					
Whole numbers	/18				
Addition & Subtraction	/20				
Multiplication & Division	/12				
<b>Total</b>	<b>/50</b>				

Comments: \_\_\_\_\_

Overall	Mid Level 1	Upper Level 1	Early Level 2
Whole numbers			
Add/Sub			
Mult/Div			

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**The Wilkie Way**

**NZ Curriculum Mathematical Number Knowledge & Skills Screening Assessment Level 2 Even Year**


Student Name \_\_\_\_\_  
Year Group \_\_\_\_\_

Area of Mathematics						
Whole numbers	/30					
Addition & Subtraction	/20					
Multiplication & Division	/24					
Fractions	/20					
<b>Total</b>	<b>/100</b>					

Comments: \_\_\_\_\_

Overall	Mid Level 2	Upper Level 2	Early Level 3	Mid Level 3	Upper Level 3	Early Level 4
Whole numbers						
Add/Sub						
Fractions						

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**The Wilkie Way**

**NZ Curriculum Mathematical Number Knowledge & Skills Screening Assessment Level 3 Even Year**


Student Name \_\_\_\_\_  
Year Group \_\_\_\_\_

Area of Mathematics						
Whole numbers	/20					
Addition & Subtraction	/20					
Multiplication & Division	/20					
Fractions	/20					
Decimals & Percentages	/20					
<b>Total</b>	<b>/100</b>					

Comments: \_\_\_\_\_

Overall	Mid Level 3	Upper Level 3	Early Level 4	Mid Level 4	Upper Level 4	Early Level 5
Whole numbers						
Add/Sub						
Fractions						
Decimals & %						

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**The Wilkie Way**

**NZ Curriculum Mathematical Number Knowledge & Skills Screening Assessment Level 4 Even Year**

Student Name \_\_\_\_\_  
Year Group \_\_\_\_\_

Area of Mathematics						
Whole numbers	/23					
Addition & Subtraction	/23					
Multiplication & Division	/26					
Fractions	/26					
Decimals & Percentages	/20					
<b>Total</b>	<b>/200</b>					

Comments: \_\_\_\_\_

Overall	Mid Level 4	Upper Level 4	Early Level 5	Mid Level 5	Upper Level 5	Early Level 6
Whole numbers						
Add/Sub						
Fractions						
Decimals & %						

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Order before the end of term 4 for a 15% discount using the order form available from the home page of [wilkieway.co.nz](http://wilkieway.co.nz)

Request an inspection copy by emailing [charlotte@ncwilkinsons.com](mailto:charlotte@ncwilkinsons.com)

## Reviewing your school's assessment systems

### Tips for reviewing

- Keep the principles of assessment for learning in mind and check the coherence of your emerging system against them continuously.
- Consider all stakeholders for assessment information: students, parents, teachers, whānau, school management, boards of trustees, and the Ministry of Education. As you design your assessment processes, make sure that you can meet the legitimate needs of everyone.
- Think about your purposes for assessment. Assess only when the information will be used to improve teaching and learning. Do not over assess.
- Think about your systems for recording, storing, and sharing assessment information. These should be easily updated and accessed.
- Keep overall judgements of progress and achievement a central part of the process at all levels. It is the big ideas and concepts that we want learners to take hold of, as well as the techniques, skills, and strategies.
- Remember that moderation, using agreed-upon sources of evidence, assures everyone of the dependability of judgments about where the learner is at along the progressions.



## The Wilkie Way Teacher Challenge



### Place Value Christmas

If you give each letter of the alphabet a value with A = 1 to Z = 26

Place these Christmas words in order of their value.

In what place will you find Christmas - first, second or third?



**Christmas**



**Stocking**

**Decorations**

# Seasonal Resources for Wilkie Way Members

Subscriptions purchased at the online store at [www.wilkieway.co.nz](http://www.wilkieway.co.nz)

Individual \$55 - paid via paypal

NZ School paid via invoice - complete form at online store  
Under 30 Students \$60 + GST 30 to 100 students \$160+GST  
101 - 300 students \$260 + GST 301- 500 students \$360 +GST  
501 - 700 Students \$460 + GST 701+ Students \$560 + GST  
Non NZ School \$660 - paid via paypal



## Surfing Santa Addition

Name: \_\_\_\_\_

Class: \_\_\_\_\_



Levels 1 - 2 (Phase 1)

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## Surfing Santa Multiplication

Name: \_\_\_\_\_

Class: \_\_\_\_\_



Levels 2 - 3 (Phase 2)

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Two new activities have been added to the Christmas folder under the **Special Occasions** heading.

These join the other ten Christmas activities already there.



*Wishing you all a very Happy Christmas*



*Have a good break and come back refreshed and ready to go for a fantastic 2024*



*Merry Christmas from Charlotte*

