

Iain's story about Andrew

Student Story

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I have had the opportunity during lessons to sit back and observe the change in attitude towards maths in many of my students. Below are some notes I have made about two students which reflects this change.

Observation

Andrew wants to be involved in hands on activities. He showed me this today when constructing some prisms. He was making a handle for his Roman sword and talked to me about how he would go about this. I asked him what shape he was looking at. He grabbed the pencil from me and excitedly said, "I know, I know, it's one of these!" He drew a rectangular prism on the cardboard he was working from and then talked to me about how he could make it and what shapes made up the prism. "Do I make a couple of squares and some rectangles and stick them together?" He eventually drew a net of the shape (something we had done earlier in the year) and then once he had constructed his handle, offered to make Keith's handle for him, as Keith had been away for a few days.

Observation

Johnny (Aboriginal Community Education Officer) came to pick up Andrew today (Shed Programme). Andrew didn't want to go with him; he wanted to stay to continue with his Roman project. This is a massive change from earlier in the year, when Andrew would keep an eye out for Johnny and call out to him when he would walk past the room so he could get out of maths lessons as quickly as possible.

Observation

Over the last few weeks Andrew has continued to work solidly, measuring, cutting, adding, and subtracting to construct his Roman house, sword and shield. He has been busy working (happy even) and I have not had to ask him to refocus on tasks. He has not had any kind of behavioural issues. He gets on with work straight away, only stopping to ask what is next – very driven.

Observation

Andrew asked today, "Will we be doing similar things in here for maths next year?" Seems to have made the assumption that he is going to continue in my class next year – interesting!!

Observation

In art activity with Paul Klee 2D shapes, Andrew listened to the descriptions of the task and, once the class was asked to begin, he called me over to his desk. He asked, "So just draw some buildings and fill them with shapes?" I said he was correct but then I talked to him about a city and what shapes he could use to make the shapes look like buildings or windows. We looked at one of Paul Klee's artworks and then he asked me to start him off. I thought he was going to have me draw a lot of the drawings structure, but after only a couple of straight lines he took over and said, "OK, OK, I get it, I get it", and he continued on his own. He asked me no more questions for the rest of lesson.

Observation

Andrew has been working all week on his Paul Klee project and has been consistent in behaviour and attitude. He comes into class, gets organised, and begins the task. No questions from

"This is the first time in days he has talked to me about work. He seemed to already know I would like it. It was quality work and he knew it".

Andrew for days now; he is just working through his assignment. He asked me what I thought of his progress so far (he is about halfway through the assignment). This is the first time in days he has talked to me about work. He seemed to already know I would like it. It was quality work and he knew it.

Keith's Report Comment

"Now on to maths! There's a lot of cool stuff to do in maths but I can't write about all of them but I can write about a few of them. One of them is 1, 2, 3 point perspective because it's a mix of drawing and learning in one. So it means I can draw while I'm learning – epic!!"



Finding 4.3: Confidence

Remember that mastery of a skill in mathematics produces the confidence and enthusiasm to master further skills – a cycle that can be nurtured to produce exponential growth.



Finding 4.4: Risk taking

Encourage risk taking - this is an integral part of mathematics learning - in an environment that prepares students adequately for an ultimately successful outcome from risks taken.