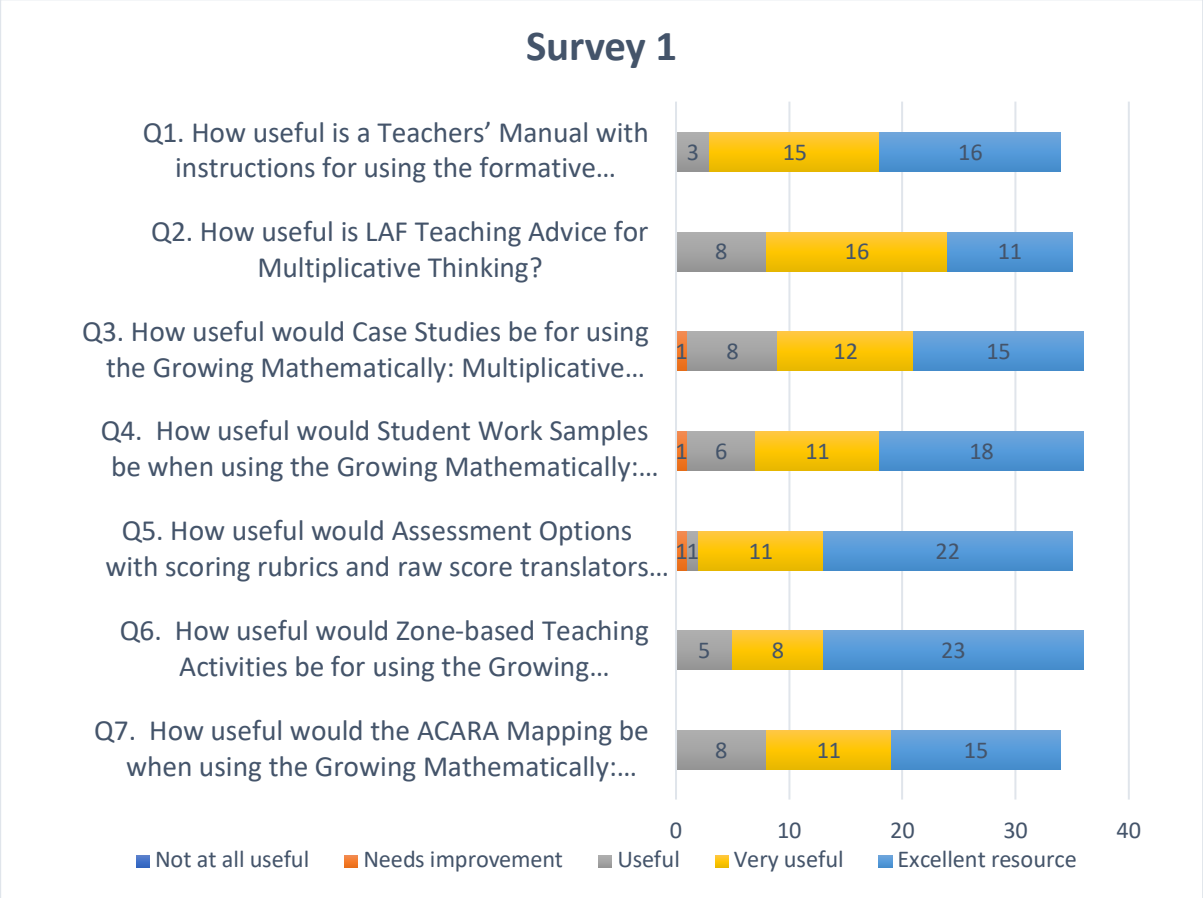
**Growing Mathematically: Multiplicative Thinking - Survey at MAWA Conference**




Q8. Comments/suggestions on what you would like to see in a resource like this.

- User friendly
- I'd like to see more examples
- Specific advice on how to move Ss forward
- Tasks, examples for primary Ts, clearly spelling out underlying understandings, videos
- Explicit instruction in how the resource can be implemented
- Ss work samples, annotated so T can 'see' into the head of the marker. Teachers manual brief so that Ts will read it, Zoned teaching activities are a must have
- Suggested time frames
- SCSa and ACARA mapping
- Details lesson plans, explain TT
- Evidenced-based results
- As many examples and resources that would help Ts to move Ss through zones. Practical activities and strategies that can be implemented in classrooms. Explanations to help Ts, particularly those from other learning areas.
- Rubrics and work samples are key to standardise Ts assessing the work (so we can use as demo in group marking)
- Reiterating the use of these strategies to improve student understanding of the content learnt. Also mention that spending more time on the same content won't result in improved understanding.

- Teaching strategies. Activities for Ss to improve MT
- Make the presentation more interesting. E.g. colours, bigger font & diagrams. 'Big ideas' linking different years, explain the primary concepts more to us and how to teach it.
- Streamline the marking keys. Teachers will resist rubrics, even though they are a great way to assess.
- Need to sell the concept of the 'big ideas'. Justify this, explain why, explain big ideas on the basis of most of the high school syllabus.
- Lesson plans to support students through zone growth.
- Complete lesson plans to support each level from LAF, identified through testing.
- Links to resources and activities

Q9. What would convince **you** to use the Growing Mathematically: Multiplicative Thinking materials?

- Easy access, downloadable in appropriate format (kindle, tablet, iPad)
- Knowing that Ss can't access the curriculum, knowing how to move then forward
- PL
- Data, results, students poor reasoning skills that do not show mathematical thinking and understanding
- School case studies showing evidence of NAPLAN/OLNA results, how schools did the work, logistics within a school context
- Clear outline of the time commitment required to effectively run this
- Evidence of successful easy to use
- Mapping MT skills to curriculum
- I already like it
- Finding new ways to teach old concepts
- Multi Grids
- The links many areas of curriculum. Holes in learning/understanding in maths. Links to Prim S involvement.
- Would like to try it! My aim is to start at Y7 to do forms and then moderating as a dept.
- Results. Evidence that it works in individual schools clearly shown in OLNA and NAPLAN improvement.
- You already have
- Results. Evidence that it works in individual schools clearly shown in OLNA and NAPLAN improvement.
- Useful for Y 7-9
- Ease of use, not too unwieldy, able to fit in with curriculum
- It was easy to implement and we had time to implement properly. I'm thinking of initially trialling it with a small group to target a group of Ss and roll out from there.
- I am convinced but will need a non-confusing, easy to use guide.
- I'm convinced, but need time to learn and teach.
- I am convinced, but time is an issue to implement across all classrooms.
- To have examples of schools who have implemented this - and it has worked. How? I have seen a very chaotic implementation of this previously.

- The range of abilities in any given class
- Ease. Access to workshops locally.
- Easily adapted resources that are linked to curriculum, needed to bring staff on board.
- I'm convinced. Would like the resources to be supplied in an easy to understand format.

Q10. What would you need to convince **your Principal** of the benefit of using these materials?

- Data to show efficacy
- Stas showing improvement
- Data, studies, evidenced-based results
- Improvement of results from before and after teaching, use of multiplicative skills
- Data that shows it works, Cost involved - materials, Ts and PL
- None at all
- evidence of improved NAPLAN results
- Ability to map to the curriculum to prove these skills are essential and NAPLAN/OLNA results will improve as a result
- Significant improvement in results, evidenced-based results
- OLNA results will improve in future, Ss numerical level improve

Q11. What would you need to convince **other teachers** in your school/learning area to use these materials?

- Ease of use, how to incorporate into program, how to manage crowded curriculum, impact on student engagement
- Data
- Evidence gathered re Zones, explaining TT
- Improvement of results from before and after teaching, use of multiplicative skills
- Timelines and evidence of effectiveness from case studies
- PL - overview of whole package
- Mapping MT to the curriculum to show how essential MT is
- Have a PL activity and demonstrate the pedagogy in MT
- Trial with some classes
- Improve Ss numerical standards, another resource, good resource to prepare Ss for OLNA
- Package relevant and easy to use. Program needs to continue over time.
- Student engagement and moving Ss forward
- To convince my staff it would be useful to see links between the materials and the curriculum.
- Needs to be easy to use and implement. Staff need to have time to implement properly and be prepared to take some risks!
- No need, they want to learn more especially MT.
- Would love to expose other teachers to this PD. It is my job to sell this to teaching staff.
- Research in benefits of the program.

- Ease of implementation. Importance of implementing
- Time to train them.
- Evidence of the growth potential of the use of the materials.