

During the past six months I have been trialling forms of assessment in mathematics. As the Lead Teacher of Mathematics in my school my aim is to use the most efficient assessment tool to elicit the most accurate student achievement data measured against the National Standards. I have used differing forms of assessment across my math group and class and have trialled the Pearson Mathematics Assessment Tool with my four withdrawal groups and students in my maths class.

My first impressions were that it was similar to the tool I was currently using and the wording was also similar. I began the assessments for all students at the beginning stage to ensure all students had the same opportunities to show their abilities.

It quickly became clear that the Pearson Mathematics Assessment tool gave students numerous opportunities to solve problems at the same stage. This showed their ability to problem solve using several methods which gave me, as their teacher, a better picture of the strategies they were confident in using. The student's misconceptions and misunderstandings were equally clear throughout the assessment. The comprehensive analysis of student's possible responses throughout the assessment enabled me to identify clear pathways and next steps for learning and development for each student.

The Assessment Tool enabled me to identify both knowledge and strategy goals to focus student learning on to address their individual learning needs. Overall I believe the Assessment Tool gave me an accurate snapshot of my students' mathematics stage/s enabling me to focus my teaching and plan their next steps for learning.

Sherryl Gomm Awapuni School

Charlotte Wilkinson aims to accelerate learner outcomes and student achievement by enhancing teacher effectiveness through the delivery of ongoing, high-quality professional development.

I have worked alongside Charlotte as the Lead Teacher of Mathematics in my school over the past two years. I have found her delivery of the Professional Development to be effective in driving accountability and raising the teachers' awareness of their own teaching practice and pedagogical knowledge in mathematics.

Charlotte observes each teachers practice followed by a reflective discussion where together they set the teachers next steps and learning goals in their own professional development. The subsequent visits build on the previous observations and goals.

Charlottes style of modelling for teachers is practical and accessible as she explores the students thinking through questioning. This practice increases instructional productivity which accelerates student progress.