

POLICY

MATHEMATICS

RATIONALE

To help students to develop a belief in the value of Mathematics and its usefulness to them, so that confidence is nurtured to encourage a continuing interest in mathematics.

PURPOSES

- a. To help children develop the mathematical knowledge, skills, attitudes and understandings which will enable them to cope with maths in everyday life so they learn to enjoy and use mathematics.
- b. To meet the Achievement Aims of the Mathematics Curriculum by providing opportunities for students to examine the strands of the Mathematics Curriculum:
 - Mathematical Processes
 - Number
 - Measurement
 - Geometry
 - Algebra
 - Statistics
- c. A balanced mathematical programme includes concept learning of developing, maintaining and applying skills. Mathematics is best taught by helping students to solve problems drawn from their own experiences.

GUIDELINES

1. Using apparatus provides a foundation of practical experience on which students can build abstract ideas.
2. Textbooks contain material that provides students with practice and enrichment, and have excellent ideas for problem solving situations which develop mathematical skill and understanding. Texts should be used in light of the particular needs of the students.
3. Calculators and computers are used in the teaching and learning of mathematics at all levels. Instruction in the correct and appropriate use of calculators is very important.
4. Evaluation of students' achievement is an essential part of mathematics education. Monitoring and evaluation are necessary to assess students' readiness for new learning.

5. Enjoyment and achievement in competitive mathematics will occur through involvement in Mathex Quizzes and the Otago Problem Solving scheme.

CONCLUSION

In each strand, and at each level, a range of suggested learning experiences is suggested. These activities are intended to help students meet the aims and achievement objectives of the mathematics curriculum.

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