

Members of the Bristol CM Network group recently discussed the impact of their involvement in the group:

From our early beginnings with 9 members, there are over 20 teachers and practitioners in the group. It's now two years since our group started and we met recently to celebrate this anniversary and reflect on our successes.

We recently discussed how exploring children's mathematical graphics within the group and in our own settings has influenced our practice and the following comments are from this discussion:

Impact on provision:

'Maths used to be 11-12 o'clock every day, but now it's throughout the day.'

There was agreement that many of us had made changes regarding making resources accessible; had increased the variety of maths resources; had developed a graphics area and introduced displays of children's mathematical graphics.

Impact on pedagogy

'Opportunities for indirect adult modelling – making the symbols more explicit.'

'For the children – they're not copying dotted numerals or tracing – but they're exploring ideas, their thinking may manifest itself through their graphics two or three days later.'

'Giving children time.'

'Using the children's ideas.'

'We're listening to the children and not directing them all the time.'

'It's more that we have noticed that the children model for each other. We value what they do by flagging it up'

'Discussion in the group gives the group ideas and this is ongoing – but without end.'

Impact on pedagogical knowledge:

One of the teachers said she 'had not known that children have these ideas.'

'I'm not a mathematician but this has made me see things differently.'

'I can see how it's similar to emergent writing...'

'The children are learning more maths!'

'We've taken the parents on board – they love it!'

'I see much more maths around the classroom and everywhere – it's about being more aware of the maths'

'I think that we all enjoy the social aspects and the fact that we are all working Foundation Stage practitioners with a shared interest and real children's experiences to draw on; we feel quite united and equal I think'

Spring term, 2009
