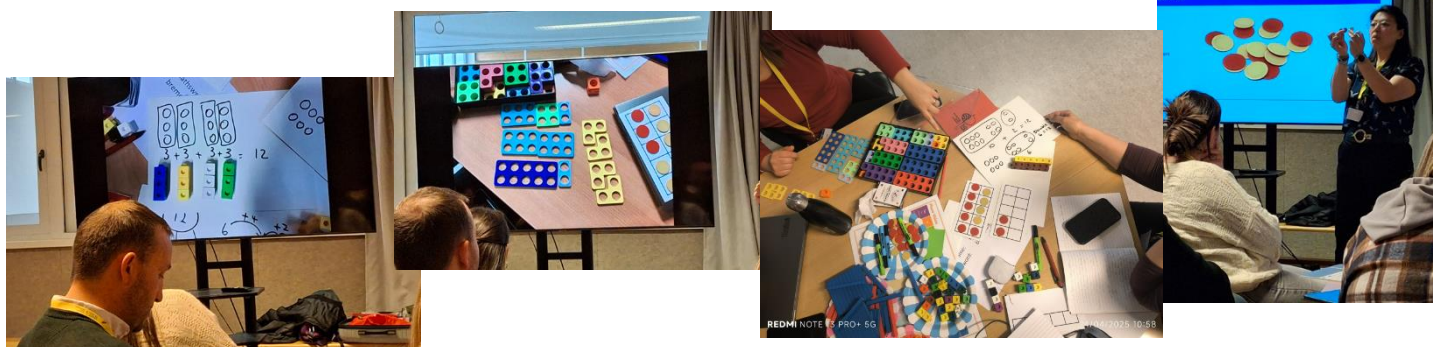


Accreditation Code: 2024-1-MT01-KA121-SCH-0000208978**TESTIMONIAL**

This *Mastery Maths Learning* training course was an intensive and highly fruitful experience that deepened my understanding of how to effectively teach mathematics for true comprehension and mastery of concepts. Grounded in the theory of cognitive load and the *concrete-pictorial-abstract* (CPA) approach, the course emphasized depth over speed and content, allowing learners to truly grasp *number sense* before anything else. The structured lesson sequences of *Anchored Tasks*, *Guided Practice* and *Independent Practice* were presented and discussed, beginning with a clear learning objective and progressing through collaborative tasks, guided exploration and independent students' practice.

One of the tools that interested me the most was the integration of *journalling*. I believe that this encourages students and teachers alike to reflect on mathematical concepts, record problem-solving strategies, and articulate understanding in the students' own words. It provides a window into learner misconceptions and supported metacognitive development. Equally interesting was the use of *bar modelling*. This visual representation strategy proved to be an essential tool for developing conceptual understanding, especially in challenging tasks/topics, such as word problems and fractions. Different types of bar modelling were presented. These may be used across the primary years, starting as early as Yr. 1. By translating abstract problems into clear, visual models, learners are able to make sense of complex relationships and solve problems with increased understanding. I sincerely hope that I will be able to use this technique with our students. Assessment was another point for discussion mostly through formative assessment.





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TESTIMONIAL

Overall, the course reshaped my mindset around how maths should be taught and learned. I now feel equipped with more tools and confidence to support all learners in achieving mastery through carefully scaffolded, inclusive instruction and learning.

Marannie Demarco – De La Salle College

Erasmus+

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