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TESTIMONIAL

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During my Erasmus mobility period in Luxembourg, I participated in a series of academic, professional, and cultural activities aimed at strengthening my knowledge of inclusive education practices, particularly in relation to dyscalculia and mathematics learning difficulties.



A central component of the mobility was professional training, led by Rob Jennings and Cat Eadle and hosted at the International School of Luxembourg. This training focused on understanding dyscalculia and its impact on learners. Emphasis was placed on distinguishing dyscalculia from general mathematical difficulties and understanding its co - occurrence with other neurodiverse conditions such as dyslexia and ADHD. We explored how these conditions influence mathematical learning as well as the role of maths anxiety on student performance.

The concept of the “Jenga Effect” was introduced to explain how gaps in foundational mathematical understanding can affect future learning. Discussions also addressed why mathematics is challenging for many students, considering both general academic factors and classroom-related influences. An overview of assessment processes was provided, covering both formal and informal approaches. The training emphasized what effective teaching interventions should look like, focusing on inclusive and differentiated instruction principles.





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Another important component of training focused on strategies to support learners with dyscalculia where we explored the use of maths manipulatives as tools to strengthen conceptual understanding and highlighted the importance of maths games in increasing engagement and facilitating learning. Practical strategies were presented for teaching key mathematical areas, including number sense, number formation, place value, addition and subtraction, multiplication and division, as well as fractions, decimals, percentages, and more advanced mathematical concepts.



The mobility also included a visit to the University of Luxembourg and the library facilities. During this visit we had a session about the effect of language on the teaching of mathematics.

In addition to the academic and training activities, the mobility also included a visit to the European Parliament in Luxembourg. This visit contributed to a broader appreciation of European cooperation.

