



Etienne Micallef – Testimonial
MATHS MASTERY APPROACH TRAINING COURSE
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From 29th June to 1st July, I had the privilege of participating in an Erasmus+ professional development course in Partizánske, Slovakia, alongside ten fellow educators from Maltese Church schools. Sharing this experience with colleagues who are equally passionate about making mathematics meaningful, accessible, and engaging for every learner made the journey all the more rewarding.

The three-day course centred on the Teaching for Mastery approach, exploring how thoughtful lesson design and purposeful classroom practice can foster deep and lasting mathematical understanding. The training was expertly delivered by Mr James Cheater, whose knowledge, enthusiasm, and practical insights brought the principles of mastery to life. We were warmly welcomed by Ms Tatiana Lukáčová Guliková and the staff of Cirkevná základná škola Jána Krstiteľa Partizánske, whose hospitality created a positive and inspiring learning environment. My sincere thanks also go to Ms Marisa Deguara and Mr Chris Bugeja from the Secretariat for Catholic Education for their dedication in coordinating and making this enriching opportunity possible.

One of the strongest messages throughout the course was that true mathematical understanding is built through depth rather than speed. We explored how carefully sequenced learning, rich mathematical representations, purposeful questioning, reasoning, and problem-solving can help every child develop confidence and become a successful mathematician. The emphasis on responsive teaching reinforced the importance of recognising pupils' thinking, addressing misconceptions as they arise, and adapting instruction to meet learners' needs.

A particularly valuable aspect of the training was learning how to plan lessons through a mastery lens. Rather than focusing solely on content coverage, we examined how lessons can be structured to encourage deep conceptual understanding and meaningful progression. We also explored effective formative assessment strategies that provide continuous insight into pupils' learning, enabling teachers to make informed decisions that support every learner's progress.

Equally enriching were the opportunities to collaborate with fellow educators, exchange ideas, and reflect on our own classroom practice. These professional discussions highlighted the value of learning from one another and reaffirmed our shared commitment to providing high-quality mathematics education.

I return to Malta inspired, motivated, and equipped with practical strategies that I look forward to implementing in my classroom and sharing with colleagues across Malta and Gozo. I am confident that the knowledge and experiences gained during this mobility will contribute positively to my professional growth and, most importantly, to the learning experiences of my students.

I am truly grateful to everyone who played a part in making this Erasmus+ mobility such a meaningful and memorable experience. It was an opportunity to learn, reflect, collaborate, and grow—one that I will carry forward in my teaching for years to come.

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