

Can teachers adopting a more connectionist approach achieve better student performance in mathematics?

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Askew et al. (1997) identified that highly effective teachers of numeracy teach to emphasise connections across mathematics, build on students' descriptions of methods and reasoning, and emphasise efficiency as well as accuracy. This is characterised in the *connectionist* teacher orientation. In the ALCOA CHAMPIONS OF MATHS program, 8 primary school teachers are led through a structured program of workshops, observations and consultations that focus on implementing lessons guided by these principles. We measure for changes in teacher orientation through survey and observation and student performance through PAT-M. Initial anecdotal evidence suggests improvements in student discourse and reasoning.