Mike Askew Expert Event
First Among Equals: Raising Achievement in primary Mathematics

The Oxford Expert Speaker Programme brings the best known experts in education to events across the UK to share new ways of thinking about teaching and learning.

Oxford University Press is delighted to be working with Mike Askew, and will sponsor the training costs to deliver Mike’s sessions to schools.

Event Agenda:

Session 1  The three curriculum aims and how they relate to teaching for mastery
Session 2  Why is reasoning so important in primary mathematics?
Session 3  Making a start on reasoning

Further details

Designed for Primary Head Teachers, SLT and Subject Leaders
Duration: Full Day (approx. 5 hours)

To book a session

Please contact your local Primary educational consultant

About Mike Askew

Mike Askew is an internationally renowned expert in Primary mathematics education who believes that all pupils can act as mathematicians, given rich, engaging and challenging problems to reason about. Following his role as Professor of Education at King’s College London, Mike spent 4 years as Professor of Primary Education at Monash University, Melbourne and has recently been appointed Distinguished Professor of Mathematics Education, University of Witwatersrand, Johannesburg.
Session 1: What are the three curriculum aims and how do they relate to teaching for mastery? (1 hour 20 min)
- Examine the inter-related nature of the three aims of the national curriculum - reasoning, problem-solving and fluency - and how these relate to teaching and learning for mastery in mathematics.
- The role of concrete, pictorial and symbolic representations in supporting all three aims
- Different types of reasoning that pupils can engage in and the importance of arithmetical reasoning.

Session 2: Why is reasoning so important in primary mathematics? (1 hour 30 min)
- The nature of mathematical reasoning, why it is important and what it might look like in practice.
- Also explore how to engage all learners in mathematical reasoning rather than assume it is something that only an ‘able’ pupil can do.

Session 3: Making a start on reasoning (1 hour 15 min)
- The idea of ‘reasoning mini-lessons’ as a way of encouraging colleagues to bring reasoning into most mathematics lessons.
- Examine how mini-lessons can be constructed in ways which get learners to think about mathematical connections and become flexible in their use of strategies.
- Examine the key distinction between additive and multiplicative reasoning.

Closing Comments and Depart