

## *“Innovative Education for Educators”*

### **Our Vision**

[www.mlats.com.au](http://www.mlats.com.au)

Our vision is that all people have a positive attitude to mathematics and are able to view the world mathematically

### **Our Aims**

MLATS aims to develop participating teachers’:

- Understandings about mathematics
- Understandings about how learners learn mathematics
- Repertoire of strategies for managing the learning environment

### **About The Organisation**

The MLATS management group is a group of highly skilled educators from Schools across Australia. Dedicated to developing superior programs for teachers and in turn for their students, we offer a range of professional development opportunities for teachers of students aged 3-15 years.

Through our workshops we aim to support teachers as they work towards the National Numeracy Goal, Sub-goal and the National Action Plan. All MLATS courses have been designed to meet Schools Quadrennial Administrative Guidelines to improve the numeracy learning outcomes of educationally disadvantaged R-9 students.

Our courses provide a collaborative framework for teachers to engage with, and reflect on significant ideas related to the teaching and learning of mathematics and the development of numeracy.

We do this by developing workshops which are constructivist in nature and which intentionally seek to develop participant’s

- own knowledge and understanding of mathematics and numeracy, of how students learn mathematics and develop numeracy
- and give them the opportunity to develop a range of strategies to support learning in a range of educational settings.

All MLATS workshops are led by accredited MLATS presenters.

# About our programs

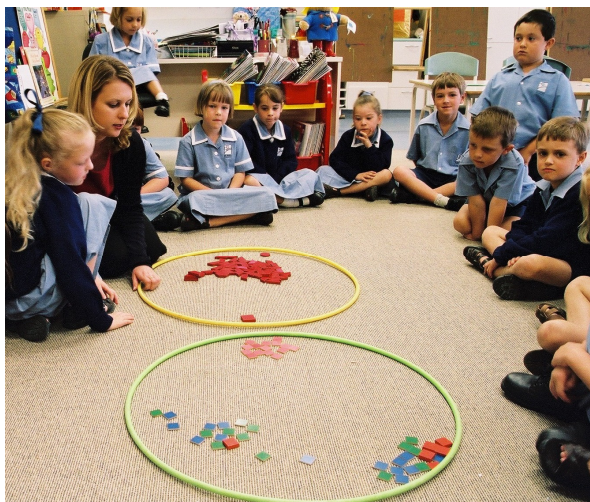
## 1. MLATS core course

This course aims to give participants a broad introduction to learning and teaching mathematics.

Participants attend 10-full day workshops spread over one school year. Between session activities are planned and implemented in classrooms and the outcomes of these are shared at subsequent workshops.

Workshop topics include

- Learning and Teaching Mathematics
- Pattern & Algebra
- Planning, Numeracy
- Data
- Number Sense
- Space & Measurement
- Visualisation
- Whole Class Sharing
- Transformation & Symmetry
- Assessment & Chance
- Fractions & Decimals
- Writing in Mathematics
- Collaborative Learning



The workshop process involves teachers in an active/reflective cycle of sharing, reading, engaging in mathematics, communicating and planning.

This course provides a total of 60 hours of training and development.

## 2. MLATS How to Use...series

Designed for teachers who are looking for new ways to use materials to help students develop their ideas about a range of mathematical concepts.

## 3. MLATS How to Teach...series

Designed for teachers who are serious about developing learning environments where all students are supported in developing their mathematical knowledge.

## 4. MLATS Strategies to Support learning...series

Designed for teachers who want to implement or develop strategies to support learning in the mathematics classroom. These workshops seek to help teachers revisit and expand the strategies explored in the MLATS core course.

## 5. MLATS in the Preschool

Developed in response to requests from pre-school teachers who want to focus on and enhance the opportunities for the development of numeracy in their setting.

## 6. MLATS for Parents

Designed for schools and teachers who wish to inform their parent community about changes to the learning and teaching of mathematics. Two types of workshops have been designed: One for an MLATS presenter to come into the school or pre-school to work with parents, the other for teachers to learn how to plan and conduct successful workshops for parents.

## 7. MLATS in the Classroom

These workshops have been designed for teachers to view aspects of learning and teaching mathematics in the classrooms of accredited MLATS teachers.

## 8. MLATS Intervention Program

A program recently introduced to support the development of students identified as being at risk of not meeting the numeracy benchmark.

### From the teachers

*"MLATS has been the best professional development course I have ever been involved in."*

*"MLATS is structured in a way that new ideas can be tried and evaluated in a safe and non-threatening way."*

*"A strong support network has developed over the year because teachers with common goals have met together regularly."*

*"MLATS has directly impacted on my classroom practice in a way which no other course has."*

### From the students

*"I have learnt so much more than I used to know and I am sure that you knew I hated maths (last year) but I like it now because I am finding it so much easier."*

*"I am getting really clever with maths. I didn't think I would be but now I am really clever."*

*"Now I can devise my own games and I can use my brain. I found a way to investigate long multiplication and division (with the Bankers Game). That was cool."*

F o r f u r t h e r i n f o r m a t i o n p l e a s e c o n t a c t :

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