JOHN PURCHASE PS IR 2026

PRE-ROUND TASK

John Purchases's Instructional Round will focus on the following **Problem of Practice**:

What does mathematical problem-solving look like in our classrooms?

- Are students provided with opportunities to solve challenging mathematical problems?
- What mathematical language and vocabulary are used across the school when students approach and solve challenging problems?
- In what ways do students interpret problems, select and justify strategies, monitor their progress, and adapt their approach when needed?
- How are students encouraged to reflect on, check and justify the reasonableness of their solutions?

At its heart, JPPS's Problem of Practice is the working mathematically processes. It invites us to consider what high-quality mathematical problem-solving looks like in practice. As we prepare for the round, the Working Mathematically processes provide a useful lens for thinking about the learning we might observe in classrooms. During our observations, we will be looking for evidence of how students engage with challenging mathematical problems, use mathematical language to communicate their thinking, interpret problems, select and justify strategies, monitor and adapt their thinking, and reflect on and justify the reasonableness of their solutions.

To ensure we begin the round with a shared understanding, and to build on the considerable mathematics learning our network has undertaken over recent years, please complete the following short preparation tasks.

(I have provided a sheet for you to record your responses if you would like to use it.)

Task 1 – Complete the sentence

In **no more than 20 words**, complete the following sentence:

Students are successfully engaged in mathematical problem-solving when…

Come prepared to share your thinking.

Task 2 – Revisiting *Working Mathematically*

Re-read ***Elaborating on Working Mathematically K–10 (2023)*** (attached).

As you read, identify one (or more) ideas that you think is *frequently misunderstood or under-emphasised in classrooms*.

Consider:

- Which ideas do you think will be particularly important as we observe classrooms during this round?

Please come prepared to share your thinking.

Task 3 – Revisiting Our Network Learning

Over the past several years, our network has explored many aspects of effective mathematics teaching and learning. These resources are available in the Mathematics section of the Connect, Collaborate and Grow website.

For those who are new to the network, this provides an opportunity to become familiar with some of the professional learning that has shaped our collective thinking.

For returning members, it is an opportunity to revisit ideas that have influenced your practice, reconnect with previous learning, or perhaps reconsider concepts that now have new meaning through experience.

Spend some time browsing the mathematics resources on the website:

https://www.ccgedu.net/

Alternatively, you may wish to draw on your own professional learning from another source that you believe is central to the Problem of Practice and worth sharing with the group.

Choose **one** resource that still influences your thinking.

Be prepared to explain:

- What was the big idea?
- Why is it still important?
- How might it help us interpret John Purchase Public School's Problem of Practice and the evidence we might observe in classrooms?