

MBB4N

Module 1 and 2 survey 2016

* Required

1. **Rate the importance of MBB4N in terms of your professional learning needs. ***

Mark only one oval.

	1	2	3	4	5	
Not important	<input type="radio"/>	Very Important				

2. **Rate the effectiveness of the MBB4N pedagogy (its not a program) in terms of improving your delivery of Mathematics in the classroom. ***

Mark only one oval.

	1	2	3	4	5	
Poor	<input type="radio"/>	Excellent				

3. **Which of the following concepts would you like more TPL on? ***

Check all that apply.

- Numeracy continuum
- Assessment For, As and Of learning
- Connections between mathematical concepts
- Teacher mathematical content knowledge
- Rich 21st century mathematical tasks
- Programming and using the KSPS scope and sequence
- Differentiation in Mathematics
- Using technology with Mathematics
- Other
- Other: _____

4.

Select the forms of effective pedagogy that you feel confident using during a maths session (as many as you want)

Check all that apply.

- An ethic of care
- Arranging for learning
- Building on student thinking
- Worthwhile mathematical tasks
- Making connections
- Assessment for learning
- Mathematical communication
- Mathematical language
- Tools and representations
- Teacher knowledge

5.

Select the forms of differentiation that you have used during a maths session (as many as you want)

Check all that apply.

- Grouping according to ZPD
- Encouraging different methods of problem solving
- Encouraging 'hands down' responses to questions
- Considering your instructional timeline (effective sequencing of concepts)
- Identifying possible student responses prior to teaching
- Pre-testing slightly above learning trajectory
- Open tasks - students control difficulty level
- Parallel tasks - tasks focused on same concept but different levels of sophistication
- Ambiguous tasks - tasks that encourage different responses
- Open tasks - tasks with multiple solutions

6.

How has your stage implemented ideas/concepts from the MBB4N pedagogy?

