



# The Education & Training Foundation



تاریخچه و سیر تحولی نظام حقوقی ایران (۲) : ۱

# Ho pi ali & Ca ering

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# Why should I be concerned about developing my learner's maths skills?

Here are four good reasons:

*Developing your learners' maths skills can help them progress in their vocational course*

*Improving your learners' maths skills increases the employment opportunities open to them.*

*Maths errors can be costly to any business*

*Enhancing your professionalism*

16) Add the following numbers: 12 + 15 = 27

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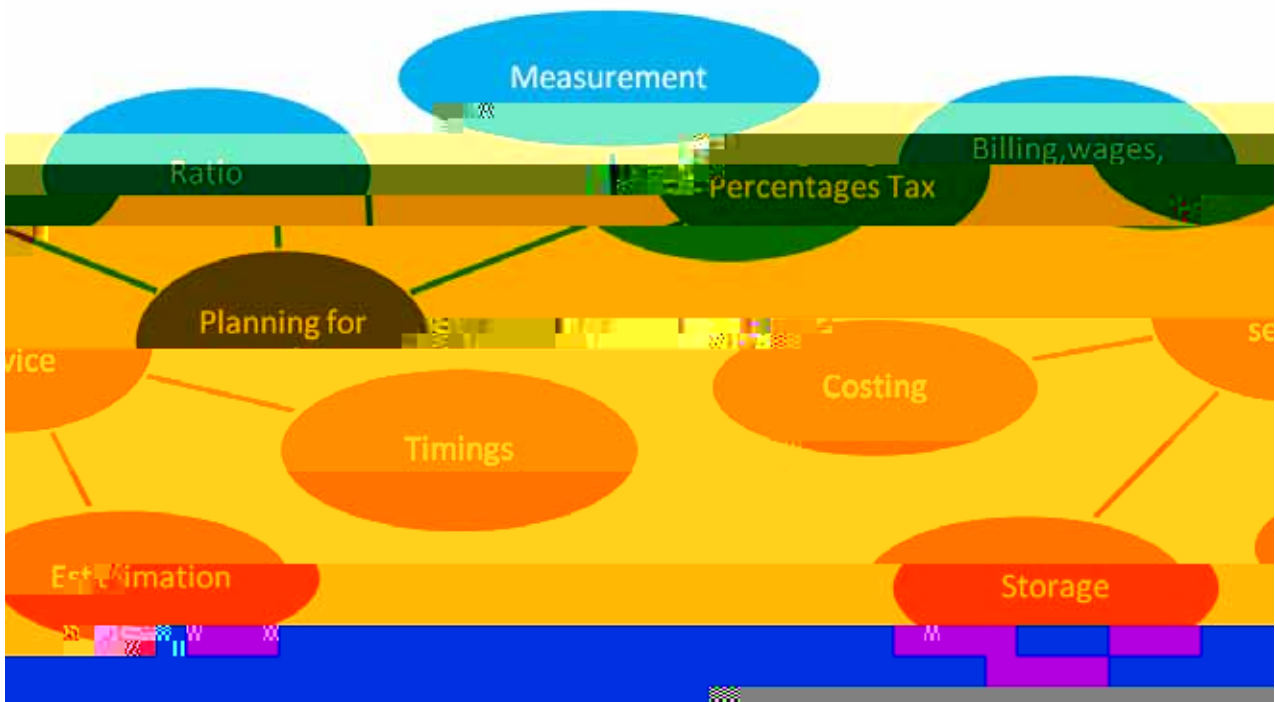
# Why use a vocational lesson to develop maths skills?

## Some teaching ideas

1. **Role-play** – Students can be divided into groups of four. Each group can be assigned a different environmental issue (e.g. climate change, deforestation, water pollution). They can be asked to prepare a short presentation or debate on their assigned issue, using the vocabulary and structures learned in the unit.

2. **Project** – Students can be assigned a project to create a poster or brochure about a specific environmental issue. They can be encouraged to use the vocabulary and structures learned in the unit to describe the problem and suggest solutions.

Maths which underpins one of these tasks: Planning for Service



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Other learning activities related to your vocational area



Maths which underpins one of these tasks: Planning for Service



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در این بخش، ما به بررسی نحوه استفاده از ابزارهای مختلف برای حل مسائل می‌پردازیم. این ابزارها شامل روش‌های مختلفی برای حل مسائل هستند که در ادامه به تفصیل بررسی خواهیم کرد.



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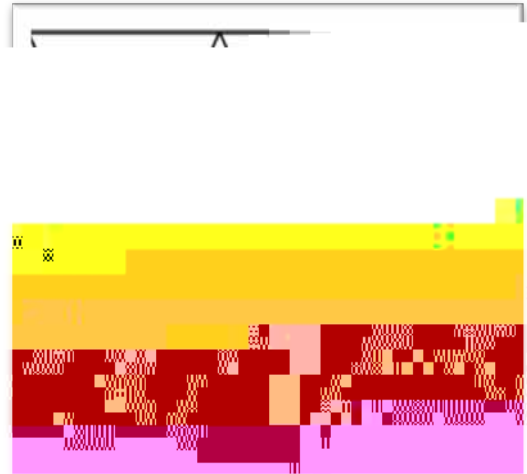
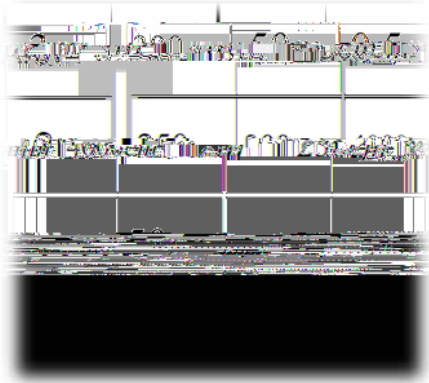
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# Examples of active learning activities that you could use or adapt with learners

## Tarsia

A tarsia is a large floor mat made of interlocking pieces of paper or cardboard. Each piece contains a question or a statement, and the pieces are arranged in a pattern that forms a shape or a design. Tarsias are used to review and reinforce learning objectives.



Tarsias are used to review and reinforce learning objectives. They are a fun and interactive way to learn and can be used in a variety of ways.

## Sometimes true, always true, never true

A tarsia mat with three sections: 'Sometimes True', 'Always True', and 'Never True'. The 'Always True' section is shaded grey. The text 'Add a nought' is written in a box below the mat.



**Add a nought**  
To multiply by ten, you just add nought on the right-hand end of the number.

در این بخش، ما به بررسی تابعی می‌پردازیم که در آن، تغییرات در خروجی تابع با تغییرات در ورودی تابع، متناسب با تغییرات در ورودی تابع است. این نوع تابع، تابعی است که در آن، تغییرات در خروجی تابع، متناسب با تغییرات در ورودی تابع است.



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## Top Trumps

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## Other resources to help learners understand key mathematical ideas



[Maths Learning Check: Fractions](#) | This resource provides a series of questions and answers to help learners understand key mathematical ideas related to fractions.



[Maths Learning Check: Decimals](#) | This resource provides a series of questions and answers to help learners understand key mathematical ideas related to decimals.

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The following sections of this guide describe and respond to some challenges you might face, expand on the principles and research underpinning these teaching approaches, and offer many more teaching ideas.



# What challenges am I likely to face?

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What challenges am I likely to face? This is a question that many educators and learners ask themselves. The challenges can vary significantly depending on the context, the individuals involved, and the resources available. Some common challenges include time constraints, limited resources, diverse learning styles, and the need for ongoing professional development.

## Engaging learners

Engaging learners is a critical challenge for educators. It involves creating a learning environment that is interactive, collaborative, and meaningful. This can be achieved through various strategies such as group work, project-based learning, and the use of technology. Engaging learners also requires a deep understanding of their individual needs and interests, as well as the ability to adapt instruction to meet those needs.

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# Meeting the challenges

## Working together with maths practitioners

Working together with maths practitioners is a key challenge for all those who are involved in the development of a mathematics curriculum. This involves a range of activities, including:

- **Collaborative planning:** Working with colleagues to plan lessons and activities that are effective and engaging.
- **Observing and reflecting:** Observing each other's lessons and reflecting on what is working well and what could be improved.
- **Sharing resources:** Sharing resources, materials and ideas with colleagues.
- **Professional development:** Engaging in professional development opportunities, such as courses and conferences.

## Teaching and learning strategies: embedding and contextualising

Teaching and learning strategies are essential for embedding and contextualising mathematics in the primary classroom. This involves a range of activities, including:

- **Using real-life contexts:** Using real-life contexts to make mathematics relevant and meaningful for children.
- **Using a variety of resources:** Using a variety of resources, including manipulatives, games and technology, to support learning.
- **Encouraging problem-solving:** Encouraging children to solve problems and apply their mathematical skills.
- **Using differentiated instruction:** Using differentiated instruction to meet the needs of all children.



Embedding and contextualising mathematics in the primary classroom is a challenge that requires a range of teaching and learning strategies. This involves a range of activities, including:

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## Track learners' mathematical progress alongside their vocational targets

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## How can I develop my own maths knowledge and skills?

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