

Improving the foundations: Early number learning outcomes in South Africa

H. VENKATAKRISHNAN

*University of Witwatersrand
hamsa.venkatakrishnan@wits.ac.za*

The prevalence of concrete unit counting is among the most widely written about phenomena related to primary mathematics learning in South Africa. Several studies have provided evidence of pages filled with one-by-one tally counts for calculations involving whole number operations, an approach that is unwieldy and error-prone. In this context, the Wits Maths Connect-Primary project has worked with teachers on activities and teaching approaches that seek to support learners to move to more efficient approaches. In this lecture, I share the longitudinal outcomes of the Structuring Number Starters intervention, which has gathered evidence of moves, over time, to more efficient calculating approaches among learners in partner primary schools.