Supporting Mathematical Development in Young Children

Strategies for use of the videos within your program

It may be useful to explore this topic over a period of time, focusing on one video (topic) or Strand before moving on to another.

Early childhood teachers may not have received training on mathematical development or pedagogy as part of their preparation for their roles. Furthermore, teachers' beliefs about their own competence as mathematics learners may influence their attitudes and confidence in supporting that development in young children. **It may be useful to have discussions with staff about their own early mathematics experiences in school and how they feel about teaching in this area.**

- ***A strong foundational understanding of mathematics concepts is crucial for children's ongoing learning. Research shows that early mathematical development is most predictive of later learning in ALL areas.***
  Explore this reality with teachers. Have them discuss why they think this is so and why this is important to consider. Explore the types of thinking involved in mathematics and the importance of logical reasoning and problem solving in all aspects of life.

- After choosing a video to watch, either as a group or individually, invite teachers to read the corresponding section for that strand from the *Supporting All Children Using the CT ELDS: Guide to Domains and Strands*.

- You may choose to have teachers complete the video worksheet, jotting down notes about what they observed as well as some strategies they are already using.

NAEYC Program Standards:

2 – Curriculum

3 – Teaching

6 - Teachers

CT ELDS
Connecticut Early Learning and Development Standards

- Provide joint planning opportunities for teachers to meet and share strategies related to environment, materials, schedule and teaching behaviors that they think will be most beneficial.

- **The videos each focus on specific skills to help adults think about these concepts more closely; however, children's development is holistic. It is crucial that teachers think also about the big ideas in mathematics and integrate this domain into the curriculum in meaningful ways.**
  Support teachers to identify the mathematics concepts that will help children make sense of their world through planned experiences, play and during daily routines. When reviewing lesson plans, look for evidence that mathematics is being integrated throughout the day in multiple ways.

- How does the program share this topic with families? Consider additional ways to communicate the importance of mathematical development and ideas for home.