

Targeted Early Numeracy (TEN)	A Learning Place A Teaching Place (ALPATP)	
	Similarities	Differences
The schools were provided with advice on how to carry out the initial assessment and analysis of results to determine which students were at risk. Teachers determined the target group of students included in the program.	Teachers use the Early Counting and Grouping Concept Sequence, to identify students who are not yet able to: <ul style="list-style-type: none"> • say forward and backward word sequences to and from 10 • write numerals 0 – 9 • recognise the numerals 0 – 9 • count 10 items with 1 to 1 correspondence 	Teachers use the Early Counting and Grouping Concept Sequence, and the Addition and Subtraction Concept Sequence, to identify the current levels of understanding of all students.
TEN used effective models of improving practice through in-class support focused on the needs of students.	ALPATP uses effective models of improving understanding through differentiating teaching and learning to include lower levels.	ALPATP uses effective models of improving understanding through differentiating teaching and learning, to include lower and higher levels, focused on the needs of every student.
For example, any student who was not yet a perceptual counter at the start of year 1 was at risk of failing to progress with the rest of the cohort.	For example, any student who is not yet a perceptual counter at the end of Term 1 Kindergarten, is at risk of failing to progress with the rest of the cohort.	For example, any student who is not yet a perceptual counter will investigate making groups, adding and subtracting counting by ones with counters; any student who is a perceptual counter will investigate adding and subtracting by counting on by ones; any student who is adding and subtracting by counting on by ones, will investigate place value concepts to apply them to add and subtract using place value.
The teacher provided the target students with short, focused and frequent teaching activities designed to enable them to deal with additions and subtractions of things that they cannot see or touch (ie figural items).	The teacher provides students who are not yet perceptual counters (and all students), with differentiated teaching and learning, investigations, reflections and problem solving, designed to enable them to deal with additions and subtractions of things that they cannot see or touch (ie figural items).	The teacher explicitly teaches maths concepts at grade level, differentiating to include lower and higher levels of understanding of students in the class. Students are then teacher- or self-directed to investigate independently at just beyond their current level of understanding.

[Compare ALPATP and the NSW Numeracy Continuum](#)



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<p>It focused on New South Wales Mathematics K–6 syllabus end-of-year expectations of what children were able to do in addition and subtraction.</p>	<p>ALPATP focuses on the NSW Mathematics K–6 syllabus sequence of levels of understanding, including the end-of-year expectations.</p>	<p>ALPATP focuses on Australian Curriculum and on NSW Mathematics K–6 syllabus sequence of levels of understanding, including the end-of-year expectations of what children were able to understand and explain in all concepts, including addition and subtraction.</p>
<p>The TEN program model included the use of:</p> <ul style="list-style-type: none"> • small group instruction (usually three to four students) • short, focused, frequent numeracy sessions (typically 10-minute blocks) • strategically targeted activities focusing on early arithmetical strategies • explicit and systematic teaching • five-weekly monitoring of student progress to identify and plan future instruction. 	<ul style="list-style-type: none"> • research-based investigations focusing initially on early counting and grouping, moving onto addition and subtraction (early arithmetical strategies) • explicit and systematic teaching 	<p>ALPATP uses current learning research of</p> <ul style="list-style-type: none"> • differentiated whole class teaching and learning, developing independent learners regardless of their current level of understanding • explicit teaching, investigation and reflection, problem solving teaching and learning sessions • daily embedded formative assessment of student understanding allowing students to progress immediately.
<p>The TEN program had clear (minimum) grade-based performance targets for students. For example, in the kindergarten year, students were expected (at least) to be a perceptual counter (ie able to count items they see, hear or touch) in the range to 20 by the end of the year.</p>	<p>ALPATP has clear concept sequences, outlining the sequence of understanding within and across concepts, divided into Grade Scope and Sequences. For example, in Kindergarten, students are expected (at least) to be a perceptual counter in the range to 20 by the end of the year.</p>	

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The teachers were provided with a focused assessment process to identify the number strategies students' employed. Student progress towards the grade-specific targets was monitored by the classroom teacher every five weeks in consultation with the TEN facilitator. Rate of progress of learning was a key measure in the intervention program.	ALPATP allows teachers to identify the strategies students use to count, add and subtract through observation and questioning. Student progress along and across the concept sequences is monitored and recorded on Tracking and Reporting as often as the teacher wishes. Rate of progress of learning is a key aspect of ALPATP.	ALPATP allows teachers to use their judgment about student understanding using the concept sequences, including the strategies they use to count, add and subtract.
Each region analysed school performance data to identify schools with the highest level of need for an early numeracy intervention program and negotiated the involvement of those schools.		Every school and teacher has the opportunity to use the resources at ALPATP to develop teacher relational understanding of maths and their metalanguage to explain their understanding, to enable them to develop every students' relational understanding of maths, and their metalanguage to explain their understanding.
The program also requires a school commitment to act on assessment for learning data.	Using the ALPATP resources encourages commitment to embed assessment for, of, and as learning.	

Source for information on TEN: http://www.scootle.edu.au/ec/viewing/S7059/pdf/tls48_targeted_early_numeracy.pdf

The main Aspects of the Numeracy Continuum used in TEN - Aspects 1 (Number Sequences and Numeral Identification) and 2 – Early Arithmetical Strategies) are based on the Count Me In Too Learning Framework in Number (CMIT LFIN). These 2 Aspects were researched and constructed in 1996 – 21 years ago - by Janette Bobis and Bob Wiright).

Aspect 5 (Place Value) was researched and constructed soon after 1996. Levels 'Tens and Ones' and 'Hundreds, Tens and Ones' in the Place Value Aspect, combines both the Facile Level of Early Arithmetical Strategies and Place Value.

Current learning research has continued to advance our understanding of the way children learn about the counting aspects of number (Aspect 1), counting as an additive problem solving process (Aspect 2) and understanding and using place value to add and subtract (Aspect 5).

ALPATP is based on current learning research, and is continually be updated to ensure it always reflects and utilises current learning research.

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