

What are the Similarities and Differences Between Taking Off With Numeracy (TOWN) and A Learning Place A Teaching Place (ALPATP)?

Taking Off With Numeracy (TOWN)	A Learning Place A Teaching Place (ALPATP)	
	Similarities	Differences
TOWN is a whole-class intervention initiative which focuses on improving numeracy skills of students in the upper primary years identified as not performing at expected stage level.	ALPATP provides whole class resources focused on develop relational understanding of maths concepts, including in students in the upper primary years identified as not performing at expected stage level.	ALPATP is a K-6 Mathematics Resource to develop relational understanding and metalanguage in all students.
Taking Off With Numeracy uses a phased implementation model.	All resources at ALPATP are designed to develop teacher relational understanding of maths and their mathematical metalanguage, as well as their students' relational understanding of maths and their mathematical metalanguage.	Teachers access the resources to use for professional learning, and as teaching resources, when they feel ready. In this way, professional learning is differentiated to meet individual teacher needs, just as the teaching and learning is differentiated to meet individual student's needs.
The initiative provides ongoing professional learning over the school year to assist teachers to assess each student's current numeracy understanding and to monitor student progress against a research-based framework.	ALPATP provides ongoing professional learning of the research- and curriculum-based concept sequences, and relationships between concepts, to identify the current level of understanding of all students. The Tracking Tool allows teachers to monitor and record the progress of every student against research- and curriculum-based learning sequences.	The main objective of ALPATP is to develop teacher relational understanding of maths (including number sense - facility with number) and their metalanguage to explain their understanding, to enable them to assess, develop and record every students' relational understanding of maths, and their metalanguage to explain their understanding.

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

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Beyond this, the program aims to provide explicit guidance in designing whole class teaching programs to further develop each student's numeracy understanding.	ALPATP provides explicit guidance in planning differentiated whole class teaching and learning to develop each student's numeracy understanding.	ALPATP provides explicit professional learning in planning and implementing differentiated whole class teaching and learning to ensure every student is learning at just beyond their current level of understanding, along and across related concepts.
Emphasis is given to the teaching sequence related to developing Place Value, as it underpins the four operations and decimals, as well as important concepts in measurement.	Emphasis in 3 to 6 is on moving from thinking additively to thinking multiplicatively about place value, multiplication, division, fractions and measurement.	ALPATP resources focus teachers and students on thinking additively about place value, addition, subtraction in K to 2, to thinking multiplicatively in 3 to 6.
Focus is also given to the teaching of Multiplication and Division concepts.	Emphasis in 3 to 6 is on moving from thinking additively to thinking multiplicatively about place value, multiplication, division, fractions and measurement.	ALPATP resources focus teachers and students on thinking additively about place value, addition, subtraction in K to 2, to thinking multiplicatively in 3 to 6.
School teams will identify some or all of Stage 2 and Stage 3 teachers to participate, one of whom will be team leader and will coordinate the initiative within the school and facilitate local discussion.	All schools and teachers K-6 can use the resources at ALPATP. Selecting one teacher to be the school contact and maths leader allows for the successful coordination of programming, teaching, learning and professional discussion.	All schools and teachers can use the resources at ALPATP to develop relational understanding of maths and metalanguage to explain understanding.
The school TOWN team will participate in an introductory professional learning led by a TOWN Lead Trainer.	All subscribed teachers can access all resources. All resources at ALPATP are designed to develop teacher relational understanding of maths and their mathematical metalanguage, as well as their students' relational understanding of maths and their mathematical metalanguage.	Teachers access the resources to use for professional learning, and as teaching resources, when they feel ready. In this way, professional learning is differentiated to meet individual teacher needs, just as the teaching and learning is differentiated to meet individual student's needs.

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It is anticipated that each teacher may require approximately one day's release to go assess students as part of phase one.	Teachers require no release time to assess their students' current levels of understanding. All assessment is embedded as assessment of learning, for learning and as learning.	ALPATP allows teachers to identify current levels of student understanding through observation and questioning, and using a targeted assessment tool.
Phase 2 professional learning sessions will be scheduled after school hours. There are six sessions each of two hours duration. All team members are expected to attend each session and complete between-module tasks.	All resources at ALPATP are designed to develop teacher relational understanding of maths and their mathematical metalanguage, as well as their students' relational understanding of maths and their mathematical metalanguage.	Teachers access the resources to use for professional learning, and as teaching resources, when they feel ready. In this way, professional learning is differentiated to meet individual teacher needs, just as the teaching and learning is differentiated to meet individual student's needs.
TOWN Phase 1 provides site-based professional learning for participating teachers, coordinated by a school team leader and led by a TOWN Lead Trainer. Resources, including assessment materials (at a cost to the school) are provided to assist schools in conducting self-paced professional learning sessions. The focus for Phase 1 is on teachers developing a strong understanding of the numeracy continuum and on completing an assessment process in order to determine where each student is having difficulties. The duration of Phase 1 is one term.	ALPATP has clear concept sequences, outlining the sequence of understanding within and across concepts, divided into Grade Scope and Sequences. All resources at ALPATP are designed to develop teacher relational understanding of maths and their mathematical metalanguage, as well as their students' relational understanding of maths and their mathematical metalanguage.	ALPATP is both a professional learning resource and teaching resources. The focus at all times is developing teacher relational understanding of maths and their mathematical metalanguage, as their students develop relational understanding of maths and their mathematical metalanguage. Teachers and students learn together as part of a learning community. By teaching their students, teachers understanding and metalanguage will develop. ALPATP allows teachers to use their judgment about student understanding using the concept sequences.

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The Targeted Early Numeracy (TEN)	A Learning Place A Teaching Place (ALPATP)	
	Similarities	Differences
<p>TOWN Phase 2 Participating schools are supported to implement TOWN Phase 2 through the delivery of six professional learning modules face-to-face, via video conference or other ICT modes.</p> <p>Participating teachers will have access to the TOWN website which provides resources, including classroom teaching materials and presentations, to support the professional learning in each module.</p>	<p>All resources at ALPATP are designed to develop teacher relational understanding of maths and their mathematical metalanguage, as well as their students' relational understanding of maths and their mathematical metalanguage.</p> <p>All teachers have full access to all resources at all times.</p>	<p>ALPATP is both a professional learning resource and teaching resources. The focus at all times is developing teacher relational understanding of maths and their mathematical metalanguage, as their students develop relational understanding of maths and their mathematical metalanguage.</p> <p>Teachers and students learn together as part of a learning community. By teaching their students, teachers understanding and metalanguage will develop.</p> <p>ALPATP allows teachers to use their judgment about student understanding using the concept sequences.</p>

Source for information on TOWN: <http://www.takingoffwithnumeracy.com.au/>

The main Aspect of the Numeracy Continuum used in TOWN - Aspect 5 (Place Value) was researched and constructed around 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.

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).

Current learning research has continued to advance our understanding of the way children learn about the rote aspects of number (Aspect 1) using 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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