

The work of the following researchers and projects have influenced the development of the Learning Through Doing lessons and resources.

Professor Di Siemon:

- Multiplicative Thinking, Partitioning, Trusting the Count
- Learning and Assessment Framework and Authentic Tasks
- Middle Years Numeracy

Professor Peter Sullivan

- Value of challenging mathematics tasks
- Unlocking the potential of all students
- Enabling and Extending Prompts

Professor Mike Askew

- Tasks, Tools and Talk in mathematics classrooms
- Effective teachers of Numeracy

Dr Calvin and Rosemary Irons

- Computation strategies
- Early years mathematics processes
- Conceptual understanding of Maths
- History of Mathematics

Professor Doug Clarke and colleagues

- Early Numeracy Research Project
- Fraction misconceptions
- Computation strategies

Professor Tom Cooper and the YuMi Deadly Approach to teaching Mathematics

- Indigenous and low socio-economic considerations for teaching maths
- Depth of knowledge of mathematics content

Dr Chris Sarra, Dr Grace Sarra, Professor Chris Matthews

- Indigenous perspectives for teaching
- High Expectations for all learners

Dr Steve Thornton and Matt Skoss

- ReSolve Maths by Inquiry approach to teaching mathematics

Associate Professor Jill Fielding Wells and Associate Professor Katie Makar

- Inquiry pedagogy and classroom norms

Professor Dylan Willian

- Assessment for Learning

Dr Judy Hartnett

- Categorisation of computation strategies

National Council of Teachers of Mathematics – Principles to Actions – Ensuring Mathematical Success for All (2014)

Low Floor – High Ceiling

Professor Jo Boaler

- Mathematical Mindsets

Professor Lyn English

- Mathematical modelling in primary school