

## School Case Studies in New Zealand

**School name:** John Harward, *SPELD Tutor*

**Location:** *Wellington*

**Number of students:** *Three- One primary student, one secondary student and one adult student.*

**When was Numicon introduced?** *Immediately I began the Numicon Intervention Programme (NIP) diagnostic assessment and from there they joined the programme.*

**Why was the Numicon Intervention Programme (NIP) introduced?** *Principally because of its exceptional ability to diagnose where the student has lost track of the 'step by step' process required in learning about 'number'.*

**What impact has it made for those students?** *The primary school student was one of a group given a prize at the end of last year for most improved maths student; he also received extra tuition on a maths recovery programme at school. I see my students gaining confidence and enjoyment in their learning. There is a sense of relief for them that Maths is not too bad!*

**What do the students say about Numicon?** *My students all **enjoy** learning what maths is about rather than having to struggle along burdened with what they thought it was about. It really supports their thinking and therefore their learning. A lot of the enjoyment in learning adds that special 'something' to the student's overall life experience.*

*The students love working with the apparatus, the exercises and the activities in the Explorer Progress books. The books provide problem-solving activities linking what they have been learning into a whole new range of different situations for them to work on. The student is asked to visualise and to use his imagination when applying maths rules, all of which aid the understanding of the concepts.*

**What would you say to tutors and schools about Numicon?**

*If you follow the diagnostic steps in the Numicon Intervention Programme, you will discover that it is brilliant at helping you locate where the student's learning has broken down. Maths understanding requires a strictly sequential learning of the concepts so if a student misses a step the trouble can begin immediately from that point.*

*Older students see the value of using the apparatus and the activities. The other day, I tutored an adult whose understanding of maths was pretty minimal. She expressed that she would like to use Numicon to help her understand the subject better because it sounded so interesting.*