Mathematics elaborations for Foundation Level

Elaborations are lists of possible content and contexts through which students might demonstrate learning outcomes. They help teachers in their planning for learning, teaching and assessing students at this level. Elaborations are not learning outcomes. They are neither core nor mandated.

These Foundation Level elaborations were developed from the level statements for each of the strands and topics in the Mathematics syllabus. The lists of elaborations that follow are not intended to be exhaustive nor are they intended as checklists. They provide examples only.

We do not expect that all students will demonstrate all aspects of the elaborations. Not all elaborations will suit all students. Teachers should select specific contexts and content to meet the needs, abilities and interests of their students.

Teachers can use these elaborations to develop individualised learning outcomes. At the class program level, teachers are encouraged to develop purposeful and authentic learning activities that incorporate a number of learning outcomes.

These elaborations are not intended to be goals for students' individual education plans (IEPs); however, they may be used as a guide when developing such plans. There should be clear links between the school or class curriculum program and students' IEP goals.

Learning opportunities should be provided through a variety of contexts, routines and activities to help develop knowledge, procedures and strategies. Opportunities for demonstrations of the learning outcomes should be in these same contexts, routines and activities. Students should be encouraged to use a range of ways to demonstrate their learning. Some learning contexts replicate real-life situations and provide practical opportunities for learning.

Communication statement

Students may communicate their understandings through a variety of modes, for example:

Physical:	pointing, touching, manipulating, hand squeezing, giving eye contact, eye blinking, moving towards/away, miming
Written:	braille, large print, pre-writing, audio-to-text computer transcripts, computer-assisted typing programs
Verbal:	vocalising, signing systems, text-to-audio computer programs
Visual:	displaying, drawing, matching, sorting, cutting, pasting, and using books and diagrams
Augmentative:	switches, adaptive technologies, symbol systems.

Context statement

When assessing and reporting on students' demonstrations of learning, the contexts, routines, activities and personnel involved in the learning opportunities and demonstrations should be indicated. Students may demonstrate their learning in one context, routine or activity, but not another; with one person, but not with another. It is important, therefore, to engage students in purposeful activities in a range of contexts and with a variety of personnel — family, carers, friends, familiar and unfamiliar people.