Educator preparation and staff door

Before the first turn

Read each chosen full plan, check actual prior place-value/additive work, and choose a useful goal. Begin with a single short invitation, not a lecture about the audit trail. Ordinary models support teaching; held questions are selected separately after teaching. No full-year/state adoption or A–E judgment is provided.

Adult checks safe familiar kit, stable clear surface, capacity, readable units/increments and zero/tare/alignment. Use light familiar non-food objects or paper; no bodily weighing, compulsory touch/lifting/pouring, wildlife handling, rock collection, medicines, allergens, tasting, electrical work or travel. Scissors are optional adult handling. Use supplied readings/full descriptions if kit is absent or unsuitable. An estimate is not a cutting instruction; a decorative printed scale is not automatically calibrated.

Usual communication, exact scribing, private/untimed work, rest, device/paper, describing or directing are welcome. Ask what support is wanted. A helper's physical action can coexist with the child's mathematical choice; record them separately. Never turn these choices into fixed learning-style or neurotype lanes.

Suggested flexible teaching phases: a 2-minute invitation/prior check,5-minute brief model,5-minute guided try,10-minute own turn and 3-minute reflection, spread or shortened as suitable. Preparation happens beforehand. These are planning suggestions, not assessed speed or mandatory duration. The specific observation/next teaching is in every day and every route.

Staff materials

- Full stage selection guide and comparability limits
- All 48 component keys, criteria and specific next teaching
- Support/exposure/interval and physical-action record
- Whole aid/source index — staff only

Full question recipe and teacher aid-data are staff sources; do not send them in an ordinary learner bundle. No secure access control is claimed. A selected stage contains only its own complete supplied facts, four questions, blank responses and full alternative. Do not follow a whole selection guide with a learner or expose unused reserves. Child/parent menus contain only ordinary material.

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Conditions and scope

Full national context and QCAA conditions distinguish supported projects from supervised questions. Reading words/neutral access support is different from supplying an operation/answer. Suggested QCAA durations/lengths are not child quotas. Clarify unknown words before a response without computing it. Record any cue, computation help, source exposure and interval. A changed support condition can explain a changed result; no causal product claim follows.

Keep real observation, supplied reading, model, plan, adult making and child action distinct. Own physical measuring across attributes needs separate observation; paper stage answers alone cannot establish M02. Assessment evidence is component-specific and interpreted with the wider local program.

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