

# Professional Update Case Study around Practitioner Enquiry: Investigating the Acquisition of Number Skills by Preschoolers

Karen Drummond-Hunt Nursery teacher Parkside Primary School Jedburgh

## Impact of professional learning

### Me

I have gained knowledge and understanding about how children acquire number skills.

I am more confident in my approach to teaching number based on research findings

### My thinking



I have been challenged in my assumptions about what young children can achieve in number skills and am aware that I was limiting some children previously.

I am more aware of the influence my approach has on children's actions.

### My practice

I have changed what we do and how we approach number learning in the Nursery so as not to limit children's progress and to free them to try new things and apply what they are learning albeit in a fun and playful way appropriate for their age.

### My professional actions

In addition to me improving my practice in the classroom the work I have done has impacted the nursery team so we are all now better informed and achieving better outcomes for children.

I have had the opportunity of sharing what I have done with another school in our cluster.

My poster and a short interview have been featured on the Teaching Scotland's Future website

[www.teachingscotlandsfuture.org.uk/sharing/practice/karendrummondhunt.asp](http://www.teachingscotlandsfuture.org.uk/sharing/practice/karendrummondhunt.asp)

I was invited to give formative feedback to NQTs from across the Scottish Borders on their Practitioner Enquiry proposals.

## The PRD Process

**Preparation of documentation prior to PRD interview detailing CPD undertaken with reflection on impact on self and others, and possible next steps. (See [PRD Notes](#))**

**Interview with line manager for discussion of professional learning undertaken – relationship important, professional trust and challenge.**

**Completion of paperwork detailing future aspirations, CPD needs**

## Nature/type of professional learning

**What? Practitioner Enquiry**

**Why? School initiative and my own interest in how children acquire skill in number and what I can do to help them**



## Actual professional learning engaged in

Professional dialogue and discussion

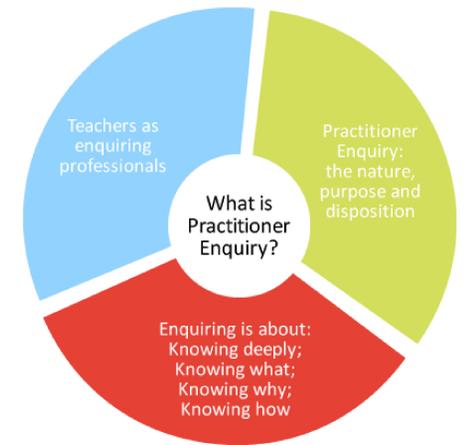
Reading and research

Classroom based research investigating children's number skills

Interviewing parents to find out if children were using their skills at home

Production of poster summarising enquiry and findings

How I am becoming an enquiring professional (See [Process Notes](#))



## Link to Professional standards

### 2.2 Professional Skills and Abilities

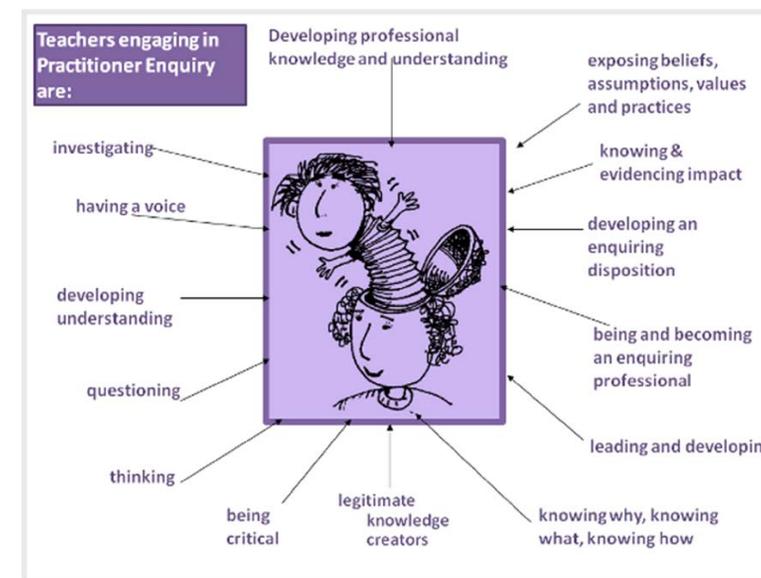
This Practitioner Enquiry has enabled me to:

- deepen and develop subject, curricular, and pedagogic knowledge to be able to lead learners and the learning of PI colleagues in the area of preschool numeracy;
- systematically investigate, analyse and evaluate the impact of my practice;
- critically question and challenge educational assumptions, beliefs and values of what children can achieve;
- critically engage with a range of educational literature and research to inform and change my practice of teaching number
- work to create, contribute to, and lead a collegiate culture, through collaborative enquiry, professional dialogue in my own school and beyond

### 3 The Professional Actions in Career-Long Professional Learning Enquiry and Research Professional Actions

I have been able to

- develop and apply expertise, knowledge and understanding of research and impact on education of preschoolers;
- develop and apply expertise, knowledge, understanding and skills to engage in practitioner enquiry to inform pedagogy, learning and subject knowledge



## Recording of professional learning and examples of my evidence

**I have used a number of sources of evidence to record and reflect on my professional learning. The following are some examples of this and the evidence of impact I have used.**

[Karen's Poster](#)

[Turning data into meaningful formative evidence of impact](#)

[Observation of problem solving activity](#)

[Annotated professional enquiry observation](#)

[Second annotated professional enquiry observation](#)

[Pupil tracking : conservation of number](#)