



## STEVE CHINN'S UNIQUE FOUR-DAY COURSE

Incorporating

University of Worcester's Advanced Certificate in  
'Overcoming barriers to learning in Mathematics'

# The Trouble with Maths

A pragmatic course for helping learners who  
have difficulties in Maths

- ▶ 9 & 10 November 2010
- ▶ 8 & 9 March 2011

Venue: Uplands Conference Centre, High Wycombe,  
Buckinghamshire, HP15 6LB

[www.learning-works.org.uk](http://www.learning-works.org.uk)



# Steve Chinn

BSc, PhD, Dip ED Man, AMBDA

Steve taught for 40 years, in mainstream schools, in Further Education and in Special Education. He was Head of three special schools for dyslexic students, including one year in the USA where he was rated as a 'Master Teacher' by the State.

Steve founded and for nineteen years ran Mark College, a school for dyslexic boys, which received several awards including DfES 'Highly Effective School' certificate and Beacon School status and the ISA's 'Award for Excellence'.

Steve has written several books based on his classroom research, including the nasen/ TES award winning 'The Trouble with Maths'. The third edition of 'Mathematics for Dyslexics' was published in 2007 by Wiley as was the second edition of 'Sum Hope' now titled 'Dealing with Dyscalculia: Sum Hope2'.

Steve runs training courses for teachers across the UK and has lectured on learning difficulties in Maths in over 20 countries worldwide. He was Chair of the 3rd International Conference of the British Dyslexia Association and was co-founder of the Council for the Registration of Schools Teaching Dyslexics (CReSTeD).



## Fil Came – Director Learning Works

Fil is the co-author of the best selling book 'Working with Dyscalculia', and he will act in a support role linking with the University of Worcester and supporting colleagues who wish to complete the accredited University Advanced Certificate in 'Overcoming barriers to learning Mathematics'.

## Course description

This 4-day course provides a strong foundation to understanding and resolving the difficulties experienced by pupils in learning Mathematics. It has evolved from the many training courses Steve Chinn has run over the past twenty years and is based on his extensive experience and research in the classroom especially that gained at Mark College, the school that Steve founded in 1986 for significantly dyslexic boys.

During the four days you will receive presentations, analyse video, take part in discussions and undertake a number of group tasks. You will also be asked to undertake a small amount of work before the course so that you are well prepared. The four days have a clear structure but will be flexible and responsive to the needs of the group.

There is a carefully structured and unified philosophy behind the course that looks at the learner, the subject and how it can be taught so that learners who typically underachieve can achieve. It is the integration of the many strands and facets that define the learner and the subject and the sound mathematical structure that makes this course unique.



## Who will benefit from the course?

The Trouble with Maths course is relevant to teachers, teaching assistants, SENCos, and learning support teachers/tutors, numeracy and Maths subject Leaders, LA support and strategy staff and educational psychologists working in:

- Mainstream primary and secondary schools
- Special schools
- FE & HE institutions
- Independent & International schools and colleges.

# Course outcomes and additional study routes

## Option 1: Full or part-time certificate of attendance

We would encourage you to attend the full four days in order to gain the most from Steve Chinn's knowledge and experience. However, it is also possible to attend on a 'pick and mix' basis to suit your individual interests and needs.

### Outcomes:

- Quality course book
- Additional resources for working with pupils
- Certificate of attendance for your professional development portfolio

## Option 2: University Advanced Certificate in 'Overcoming barriers to learning in Mathematics'

You can also choose to take the advanced certificate awarded by the University of Worcester which is comprised of the following modules:

**Module One:** 'Overcoming barriers to learning in Mathematics'

**Module Two:** 'Independent Study'

The four-day course is designed to deliver the taught content of Module One. No attendance is required beyond the four days and you will be required to complete a portfolio of practical, child-centred assignments for assessment.

The second module requires a single day's attendance to be instructed about research methods, and then colleagues receive on-demand support from the tutors whilst working from home on an agreed project related to your work.

### Study support

- Comprehensive course notes and handouts from presenters
- Practical distance-learning workbook
- CD ROMs of additional documentation, downloads, software and school-based materials
- Study partner/buddy
- Email and telephone contact with tutors

### University support

- Student handbook
- Student ID card
- Individual university web and network account
- Individual 'sole' account
- Access to blackboard – on-line learning resources
- University email account
- Full access to library resources

### Outcomes:

- Individual module awards for professional portfolios
- 15 CAT points per module (Level 6)
- University Advanced Certificate in 'Overcoming barriers to learning in Mathematics' on completion of both modules

# The Trouble with Maths – Course Overview

The course has been split into two parts to enhance learning, to provide additional time to try out practical ideas and to enable participants to complete the Advanced Certificate in 'Overcoming barriers to learning in Maths' if they wish.

**Part 1** focuses on understanding, recognising and assessing the specific learning needs of individual pupils. Participants are encouraged to take a balanced holistic view of the child as factors that contribute to failure and success are identified to inform teaching programmes.

**Part 2** concentrates on practical classroom strategies and offers a developmental framework for the successful teaching of Mathematics. Finally, the importance of the emotional state of the learner is examined as ways to overcome 'maths anxiety' are suggested and discussed.

A few weeks before

- Receive course resources
- Read course guide
- Collect information about a pupil
- Use Steve Chinn's Test for Maths anxiety

## PART ONE – 9 & 10 November 2010

Day 1  
9.30am - 4.30pm  
*Developing an Understanding of the Learner*

- Registration, welcome and introduction
- Trouble With Maths – Dyslexia and dyscalculia, definitions and descriptions.
- Factors that contribute to learning difficulties and to successful learning in Maths
- Building understanding and empathy – Ideas for the classroom
- The vocabulary and language of Maths and working with word problems
- Evaluating worksheets and books
- Thinking style in Maths – its importance for teachers and learners.

Day 2  
9.30am - 4.00pm  
*Assessing Individual Needs*

- The NFER-Nelson Screener for dyscalculia
- An overview of the Maths tests – used by psychologists and of commercially available standardised tests
- How to appraise tests
- Criterion-referenced tests
- Setting up an informal test protocol
- Individual Education Plans
- Error Patterns

## PART TWO – 8 & 9 March 2011

Day 3  
9.30am - 4.00pm  
*Classroom Strategies*

- Strategies for accessing/understanding the basic addition and subtraction facts
- Breaking through the counting barrier
- Addition and subtraction - Alternative methods and their pre-requisites
- Multiplication facts. Rote learning and alternative strategies
- 'Long' multiplication and division, traditional and non-traditional methods
- Using concrete/manipulative materials
- Multisensory learning and Developmental Maths

Day 4  
9.30am - 4.00pm  
*Classroom Strategies (cont.) and The Affective Domain*

- Building on the basics to explain the foundations of algebra
- The prerequisites of algebra
- Fractions, decimals and percentages
- Providing the overview and developing understanding and procedures
- Attributional style
- Expectations, beliefs, anxiety
- A summary and review of the seminars

Afterwards

- Email support
- Learning Works forum

# The Trouble with Maths

## Course arrangements, venue and facilities



**Dates:** Part 1 - 9 & 10 November 2010 and  
Part 2 - 8 & 9 March 2011

**Venue:** Uplands Conference Centre, High Wycombe  
Buckinghamshire, HP15 6LB

**Times:** 9.00am - 4.00pm

### Enjoy a professional atmosphere and an opportunity to relax, reflect and learn

Uplands is a dedicated training centre set in 18 acres of landscaped gardens overlooking the Hughenden Valley. Uplands is less than five miles from the M40 and three miles from High Wycombe railway station. Facilities include free wireless internet access, restaurant, bar and mini gym. To learn more about this venue please visit [www.deverevenues.co.uk/find-venue/uplands.html](http://www.deverevenues.co.uk/find-venue/uplands.html)



### Course fees

Option 1	Fee	Vat	Total	Please tick
Full four-day course	£700.00	£122.50	£822.50	<input type="checkbox"/>
Part-time attendance per day	£175.00	£30.63	£205.63	9 Nov. <input type="checkbox"/> or 10 Nov. <input type="checkbox"/> 8 Mar. <input type="checkbox"/> or 9 Mar. <input type="checkbox"/>
Option 2	Fee	Vat	Total	Please tick
Full four-day course + Advanced Certificate: Module 1 (includes university fees, tutoring, resources and marking)	£950	£166.25	£1116.25	<input type="checkbox"/>

### How to book

You can book on-line via the website [www.learning-works.org.uk](http://www.learning-works.org.uk) or you can complete this form and fax it to **01672 512095** or post it to the FREEPOST address below.

Application Form for 'The Trouble with Maths'	
Name:	Position:
School:	
Address:	Tel:
	Fax:
Email:	

### PLEASE PHOTOCOPY AND RETURN TO:

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