



Mathematics Pedagogies in Play-Based Kindergarten

The Context

There is rising concern in research and practice to improve early years mathematics education as initial mathematical mastery sets the foundation for future academic success.

The Study

20 kindergarten classrooms

This study used observational data from 20 kindergarten classrooms that promote play as a dominant pedagogical approach to understand current pedagogies teachers use for mathematics learning.

Conclusions

Three classroom pedagogical orientations were identified:

- child-controlled
- shared-control
- teacher-controlled math contexts.

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CART
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Wickstrom, H., Pyle, A., & DeLuca, C. (2019). Does theory translate into practice? An observational study of current mathematics pedagogies in play-based kindergarten. *Early Childhood Education Journal*.

Full article at cdeluca.com