CONTENTS

FOREWORD
Derek Holton 1

STUDENT ACHIEVEMENT
Do They Continue to Improve? Tracking the Progress of a Cohort of Longitudinal Students
Gill Thomas and Andrew Tagg 8

Patterns of Performance and Progress on the Numeracy Development Projects: Findings from 2006 for Years 5–9 Students
Jenny Young-Loveridge 16

The Development of Algebraic Thinking: Results of a Three-year Study
Kathryn C. Irwin and Murray S. Britt 33

Te Poutama Tau: Trends and Patterns
Tony Trinick and Brendan Stevenson 44

"Who helps me learn mathematics, and how?": Māori Children's Perspectives
Ngāwera Hāwera, Merilyn Taylor, Jenny Young-Loveridge, and Sashi Sharma 54

Year 7–8 Students' Solution Strategies for a Task Involving Addition of Unlike Fractions
Jenny Young-Loveridge, Merilyn Taylor, Ngārewa Hāwera, and Sashi Sharma 67

LEADING TEACHERS AND SUSTAINING NUMERACY IN SCHOOLS
Numeracy Sustainability: Current Initiatives and Future Professional Development Needs
Jenny Ward, Gill Thomas, and Andrew Tagg 87

Leading a Curriculum Reform from Inside a School
Joanna Higgins, Brenda Sherley, and Sandi L. Tait-McCutcheon 99

Keeping Going at Country School: Sustaining Numeracy Project Practices
Fiona Ell 109

PROFESSIONAL PRACTICE
The Numeracy Development Projects: A Successful Policy–Research–Practice Collaboration
Brian Annan 116

What do Teachers Know about Fractions?
Jenny Ward and Gill Thomas 128

Exploratory Study of Home–School Partnership: Numeracy
Jonathan Fisher and Alex Neill 139

APPENDICES
Appendices A–J: Patterns of Performance and Progress on the Numeracy Development Projects: Findings from 2006 for Years 5–9 Students 154

Appendix K: The Development of Algebraic Thinking: Results of a Three-year Study 178