**Early Years perception data - students' drawings of their learning environments:** a simple way to inform your designing for teaching and learning in Mathematics

**Students as Evaluators:**

Students have opportunities to give feedback to teachers and peers, and build understanding of its importance for learning.

---

**Set the context**
Staff share with students that we value their input and will use their ideas as data to inform teaching and learning in Mathematics.

**Students respond verbally to open ended questions**
What helps you learn in Maths? When do you feel smart? How does your classroom strengthen you as a learner? What opportunities do you have to give and receive thoughtful feedback to your teacher and classmates? What is one thing you would change in your classroom to strengthen you as a learner?

**Students draw a picture of a typical Maths lesson in their classroom**
Students are each asked to describe the situation they have drawn. A facilitator scribes for each student.

**Staff meet to interpret and analyse the drawings**
What do we notice? What surprises us? What are the challenges? How can we use this data powerfully?

---

**Domain 1**
*Learning for effective teaching*
1.1 understand how self and others learn
1.6 design, plan and organise for learning

**Domain 2**
*Create safe conditions for rigorous learning*
2.1 Develop democratic relationships

**Domain 3**
*Develop expert learners*
3.4 Promote dialogue as a means of learning

**Domain 4**
*Personalise and connect the learning*
4.4 Communicate learning in multiple modes

---

**Government of South Australia**
Department for Education and Child Development
Students drawings of a typical Maths lesson

Suggested Questions:
1. Can you describe what is happening in your drawing during this Maths lesson?
2. Who is in your picture?
3. What Maths are you doing?
4. What Maths are you learning?
5. What things are you using in your picture to help you learn?
6. Is there anything else you would like to share about your drawing?