



The Education & Training Foundation



تاریخچه و سیر تحولی نظام حقوقی ایران (۲) : ۱

Ho pi ali & Ca ering

Con en :

Autu... ..	1
... ..	2
... ..?	3
... ..	4
... ..	4
... ..	5
... ..	7
... ..	7
... ..	8
... ..	9
... ..?	10
... ..	10
... ..	10
... ..	11
... ..	11
... ..	12
... ..	12
... ..	12
... ..	13
... ..	13
... ..	14
... ..?	14
... ..	15

Abo hi g ide

T d a a dat actt a d a d , c d FE
c , d d t a d a dt t Sc Etat, t
t-16 cat a a t d t at t a d c d L 2.

... [Gutenberg](#) ...

A ...



Why should I be concerned about developing my learner's maths skills?

Here are four good reasons:

Developing your learners' maths skills can help them progress in their vocational course

Improving your learners' maths skills increases the employment opportunities open to them.

Maths errors can be costly to any business

Enhancing your professionalism

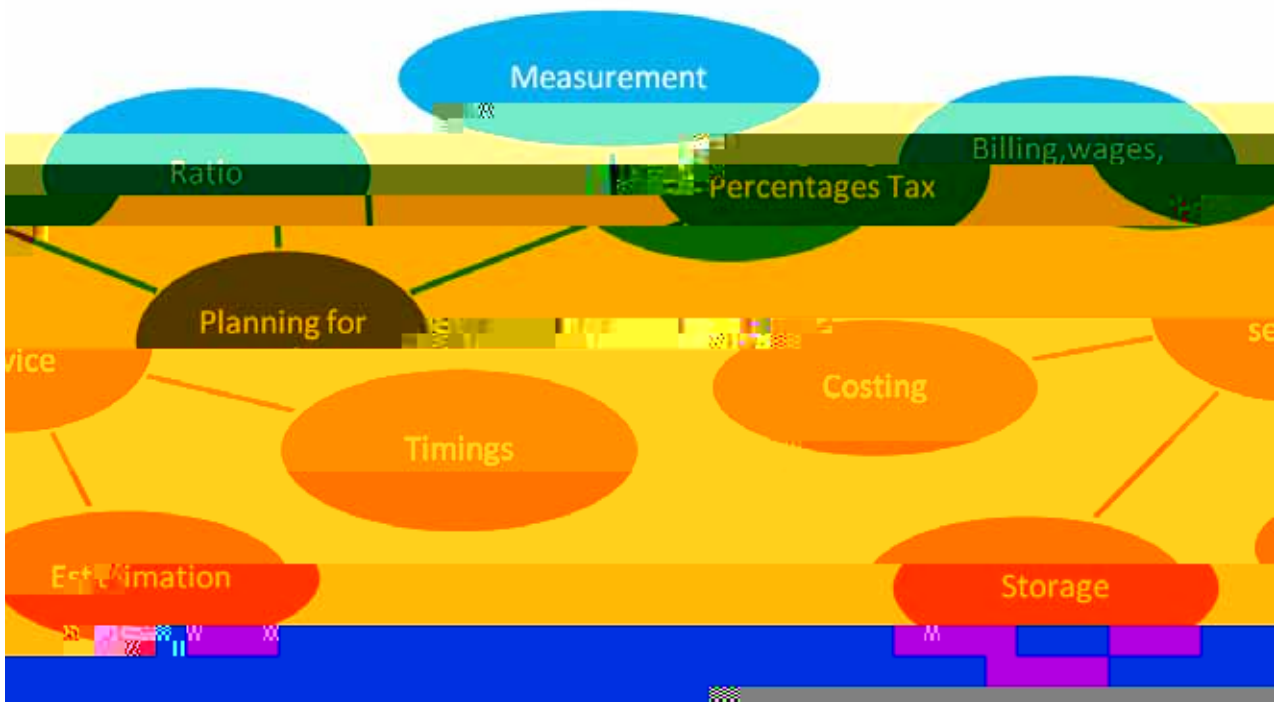
Why use a vocational lesson to develop maths skills?

Some teaching ideas

1. **Role-play** – Students can be divided into groups of four. Each group can be assigned a different environmental issue (e.g. climate change, deforestation, water pollution). They can be asked to prepare a short presentation or debate on their assigned issue, using the vocabulary and structures learned in the unit.

2. **Project** – Students can be assigned a project to create a poster or brochure about a specific environmental issue. They can be encouraged to use the vocabulary and structures learned in the unit to describe the problem and suggest solutions.

Maths which underpins one of these tasks: Planning for Service



Maths which underpins one of these tasks: Planning for Service

As a result of this work, you will be able to:

- understand the importance of accurate measurement in the workplace
- understand the importance of accurate measurement in the workplace
- understand the importance of accurate measurement in the workplace

Other learning activities related to your vocational area



Maths which underpins one of these tasks: Planning for Service



Maths which underpins one of these tasks: Planning for Service



Maths which underpins one of these tasks: Planning for Service



میتوانیم به کمک این روش، هر عددی را به صورت یک جمع از اعداد اول نمایش دهیم. (این قضیه را می توانیم به کمک این روش اثبات کنیم.)

مثلاً: $10 = 2 + 3 + 5$



مثلاً: $15 = 2 + 2 + 3 + 3 + 5$

مثلاً: $20 = 2 + 2 + 2 + 3 + 3 + 5 + 5 + 5$

مثلاً: $25 = 2 + 2 + 2 + 2 + 3 + 3 + 5 + 5 + 5$

مثلاً: $30 = 2 + 2 + 2 + 2 + 2 + 3 + 3 + 3 + 3 + 5 + 5 + 5$

مثلاً: $35 = 2 + 2 + 2 + 2 + 2 + 3 + 3 + 3 + 5 + 5 + 5 + 5$

مثلاً: $40 = 2 + 2 + 2 + 2 + 2 + 2 + 3 + 3 + 3 + 5 + 5 + 5 + 5$

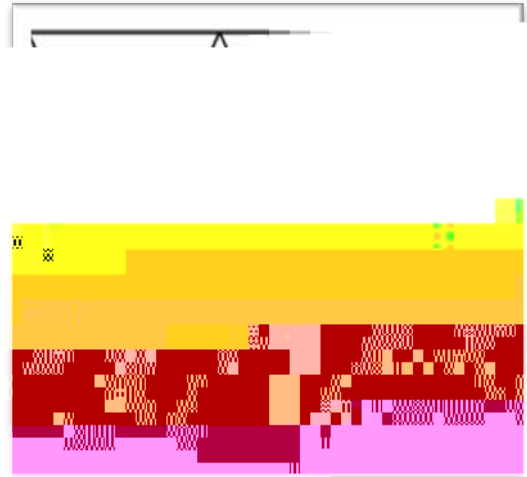
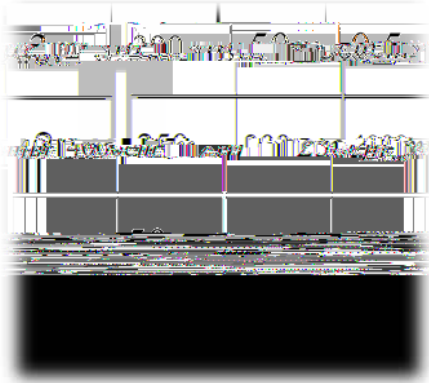
مثلاً: $45 = 2 + 2 + 2 + 2 + 2 + 2 + 2 + 3 + 3 + 3 + 3 + 5 + 5 + 5 + 5$



Examples of active learning activities that you could use or adapt with learners

Tarsia

A tarsia is a large floor mat made of interlocking pieces of paper or card. Each piece contains a question or a statement, and the pieces are arranged in a pattern that forms a shape or a design. Tarsias are a great way to review a topic or to introduce a new one. They can be used in a variety of ways, including as a group activity, a self-reflection tool, or a way to assess understanding.



Tarsias can be used in a variety of ways, including as a group activity, a self-reflection tool, or a way to assess understanding. They are a great way to review a topic or to introduce a new one.

Sometimes true, always true, never true

A tarsia mat with three sections labeled "Sometimes True", "Always True", and "Never True". The "Always True" section is shaded grey. The mat is used to review a topic or to introduce a new one.



Add a nought
To multiply by ten, you just add nought on the right-hand end of the number.

در این بخش، ما به بررسی تابعی می‌پردازیم که در آن، تغییرات در خروجی تابع با تغییرات در ورودی تابع، به گونه‌ای خاص مرتبط است. این موضوع را می‌توانیم با استفاده از نمودارهای گرافیکی و جدولی به خوبی درک کنیم.



این نمودار، تغییرات در تابع را نشان می‌دهد. محور عمودی (y) و محور افقی (x) مشخص شده است. یک خط قرمز در محور x و یک خط آبی در محور y قرار دارد. یک نقطه قرمز در ربع اول و یک نقطه آبی در ربع دوم قرار دارد.

Top Trumps

در این بخش، ما به بررسی تابعی می‌پردازیم که در آن، تغییرات در خروجی تابع با تغییرات در ورودی تابع، به گونه‌ای خاص مرتبط است. این موضوع را می‌توانیم با استفاده از نمودارهای گرافیکی و جدولی به خوبی درک کنیم.

در این بخش، ما به بررسی تابعی می‌پردازیم که در آن، تغییرات در خروجی تابع با تغییرات در ورودی تابع، به گونه‌ای خاص مرتبط است. این موضوع را می‌توانیم با استفاده از نمودارهای گرافیکی و جدولی به خوبی درک کنیم.



A. در این بخش، ما به بررسی تابعی می‌پردازیم که در آن، تغییرات در خروجی تابع با تغییرات در ورودی تابع، به گونه‌ای خاص مرتبط است. این موضوع را می‌توانیم با استفاده از نمودارهای گرافیکی و جدولی به خوبی درک کنیم.



Other resources to help learners understand key mathematical ideas



[Maths Learning Check: Fractions](#) - A series of short videos explaining key mathematical ideas related to fractions.



[Maths Learning Check: Decimals](#) - A series of short videos explaining key mathematical ideas related to decimals.

The following sections of this guide describe and respond to some challenges you might face, expand on the principles and research underpinning these teaching approaches, and offer many more teaching ideas.



What challenges am I likely to face?

What challenges am I likely to face? This is a question that many educators ask themselves as they prepare for the start of a new school year. The challenges can vary greatly depending on the individual teacher, the school, and the community. Some common challenges include:

Engaging learners

Engaging learners is one of the most important challenges for educators. It is essential to create a learning environment that is both challenging and supportive. This can be done by using a variety of instructional strategies, such as direct instruction, inquiry-based learning, and collaborative learning. It is also important to differentiate instruction to meet the needs of all learners. Engaging learners is a continuous process that requires ongoing reflection and adjustment.

100

100

Meeting the challenges

Working together with maths practitioners

Working together with maths practitioners is a key challenge for all those who are new to the profession. It is important to establish a good working relationship with colleagues from the start. This involves listening to their views, sharing your own, and finding ways to work together effectively. It is also important to be open to learning from their experience and to offer your own support and advice where appropriate.

Teaching and learning strategies: embedding and contextualising

Teaching and learning strategies are essential for effective mathematics education. Embedding and contextualising these strategies is a key challenge for all those who are new to the profession. It is important to understand the needs of your learners and to tailor your teaching to meet those needs. This involves using a variety of strategies and resources, and being flexible in your approach.



Embedding and contextualising teaching and learning strategies is a key challenge for all those who are new to the profession. It is important to understand the needs of your learners and to tailor your teaching to meet those needs. This involves using a variety of strategies and resources, and being flexible in your approach. For example, you might use real-life contexts to illustrate mathematical concepts, or you might use a variety of resources to support your teaching. It is also important to be open to learning from your colleagues and to offer your own support and advice where appropriate.



... A ...
...
...
... (...)

Track learners' mathematical progress alongside their vocational targets

... A ...

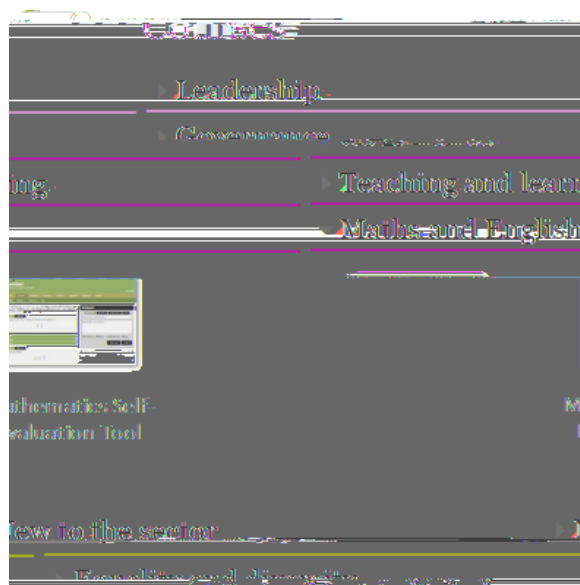
How can I develop my own maths knowledge and skills?

...

A ... A ...

- [...](#) " ... ?
- [...](#) " ... ?
- [...](#) " ... ?

A ...





Illegible body text consisting of multiple lines of text, some appearing as horizontal lines.