



2005, XXVI, 218 p.

### Printed book

Hardcover

134,99 € | £118.50 | \$169.00

<sup>[1]</sup>144,44 € (D) | 148,49 € (A) | CHF 159,50

Softcover

59,99 € | £54.99 | \$74.99

<sup>[1]</sup>64,19 € (D) | 65,99 € (A) | CHF 71,00

### eBook

50,28 € | £43.99 | \$59.99

<sup>[2]</sup>50,28 € (D) | 50,28 € (A) | CHF 56,50

Available from your library or  
[springer.com/shop](http://springer.com/shop)

### MyCopy <sup>[3]</sup>

Printed eBook for just

€ | \$ 24.99

[springer.com/mycopy](http://springer.com/mycopy)

Brian V. Street, Dave Baker, Alison Tomlin

# Navigating Numeracies

Home/School Numeracy Practices

- Has taken an unusual perspective to understand the long and persistent tail of under-achievement in school mathematics by taking a social practice approach to investigate relationships between home and school numeracy practices
- Draws upon detailed case studies of children's numeracy practices at home and at school

**Abstract.** This introduction sets the scene for the remainder of the book by considering first the international context of widespread concern about the improvement of numeracy skills. This is related to reform movements in the UK, the US and other countries aimed at modernising primary (elementary) school mathematics curricula. A detailed account is given of the National Numeracy Strategy in England, a systemic government-imposed response to concern about standards implemented in 1999/2000. This includes a discussion of the alternative meanings of numeracy. An earlier initiative sponsored by a UK charitable trust reacting to concern about primary numeracy was the Leverhulme Numeracy Research Programme. This large-scale longitudinal study and linked set of case-study projects, focusing on reasons for low attainment, took place during 1997-2002. This book, and each other in the same series, is based on results of that research. The timescale fortuitously enabled the research team to also report on some effects of the systemic reform in the National Numeracy Strategy. 1. THE INTERNATIONAL CONTEXT In many countries, there are recurring periods of national concern about the low standards of calculation skills shown by children in primary (elementary) schools. Recently these concerns have become more urgent and more political with the publication of international comparisons of mathematical achievement, first at secondary and more recently at primary level (e. g. Lapointe, Mead et al. 1992; Mullis et al. , 1997).

Order online at [springer.com](http://springer.com) / or for the Americas call (toll free) 1-800-SPRINGER / or email us at: [customerservice@springernature.com](mailto:customerservice@springernature.com). / For outside the Americas call +49 (0) 6221-345-4301 / or email us at: [customerservice@springernature.com](mailto:customerservice@springernature.com).

The first € price and the £ and \$ price are net prices, subject to local VAT. Prices indicated with [1] include VAT for books; the €(D) includes 7% for Germany, the €(A) includes 10% for Austria. Prices indicated with [2] include VAT for electronic products; 19% for Germany, 20% for Austria. All prices exclusive of carriage charges. Prices and other details are subject to change without notice. All errors and omissions excepted. [3] No discount for MyCopy.

