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**Instruction and Construction:
Integrating Both Processes to Promote Quality Early Mathematics Education**

Abstract

High quality early mathematics education requires both instruction and construction. Instruction refers to experiences aligned primarily with the teacher's goals. Construction refers to processes young children actively engage in to acquire concepts and skills. Instruction and construction are not mutually exclusive processes in good early mathematics program. Rather, they complement each other to strengthen teaching and learning for meaning and understanding. Using classroom examples, this presentation illustrates how early childhood teachers can set clearly defined mathematical goals for instruction while also attending to children's interests, listening to their ways of understanding, and helping them construct mathematical knowledge. Both children and their teachers play active roles in the learning process. When instruction and construction are integrated in the learning process, children experience greater gains in learning outcomes.