

The Pattern and Structure of the *Australian Curriculum—Mathematics*

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The mathematical proficiencies in the *Australian Curriculum—Mathematics* describe the processes students are engaged in while developing mathematical concepts (ACARA, 2014). This presentation focuses on how the proficiencies: understanding, problem solving, reasoning and fluency, may work together to build patterns of thinking which can lead to generalised understandings of mathematical concepts. The authors connect the combined role of these proficiencies with a proposed Generalised Model of Patterning (McCluskey, Mitchelmore, & Mulligan, 2013), highlighting the role of patterning in the development of conceptual understandings within and beyond mathematics.