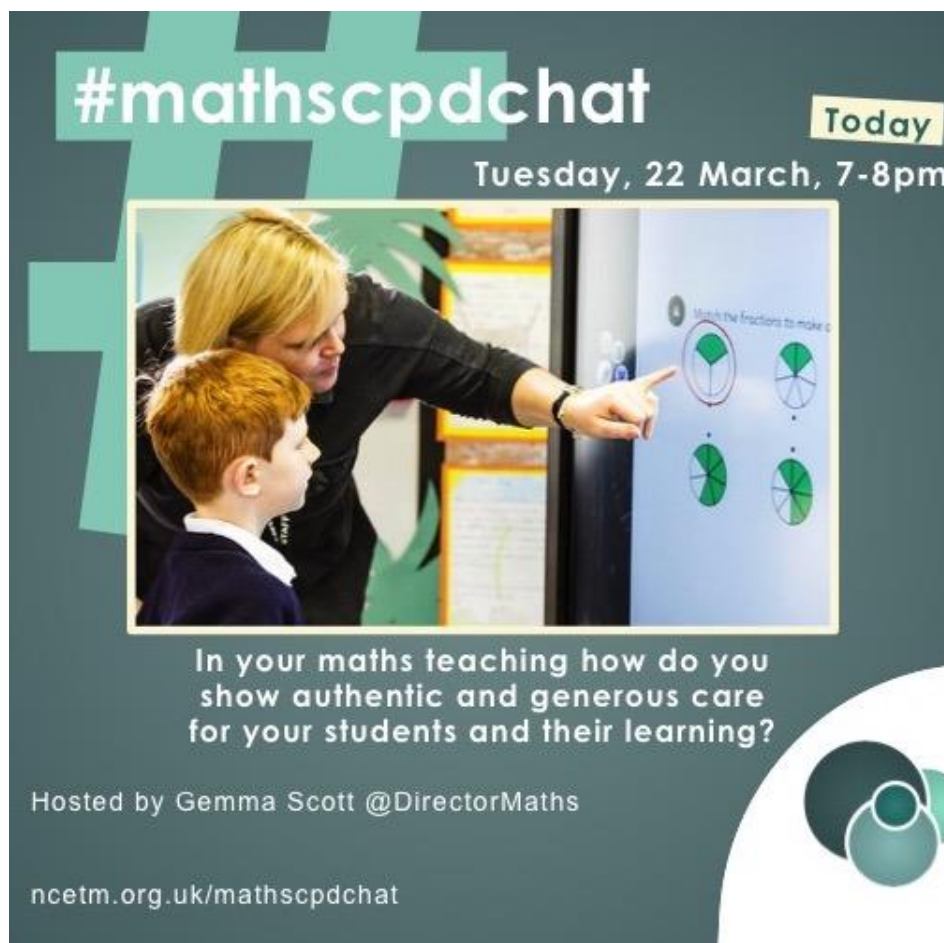


#mathscpdchat 22 March 2022

In your maths teaching how do you show authentic and generous care for your students and their learning?

Hosted by [Gemma Scott](#)

*This is a summary of the discussion – to see all the tweets, follow the hashtag **#mathscpdchat** in Twitter*



The graphic features a dark teal background with a large, light teal hashtag symbol on the left. At the top, the text '#mathscpdchat' is written in white. To the right, a yellow box contains the word 'Today' in black, with 'Tuesday, 22 March, 7-8pm' written below it. In the center is a photograph of a female teacher with blonde hair pointing at a digital screen. A young boy with red hair is looking at the screen. The screen displays a math problem: 'Match the fractions to make a circle' with four circular diagrams, each divided into different fractions of green. Below the photo, the text 'In your maths teaching how do you show authentic and generous care for your students and their learning?' is written in white. At the bottom left, it says 'Hosted by Gemma Scott @DirectorMaths' and 'ncetm.org.uk/mathscpdchat'. At the bottom right, there is a smaller version of the NCETM logo.

The links shared during this discussion were:

[What is #YesUCan?](#) which is a part of the Glow Maths Hub's website where you can read a description by teachers in the Glow Maths Hub of the #YesUCan Growth Mindset. It includes an image showing 'Four Mindsets that affect whether we learn'. It was shared by [Dave Bowman](#)

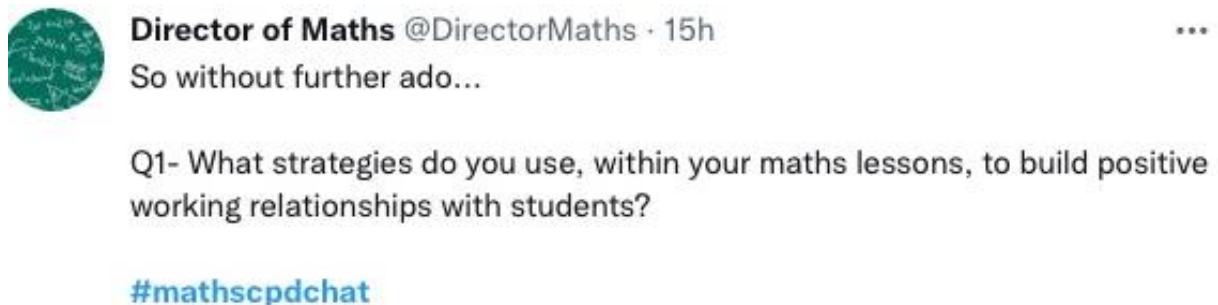
[Mistakes, mindsets and mathematics](#) which is an article by [Dave Bowman](#) in *Impact* (a journal of the Chartered College of Teaching). It was shared by [Dave Bowman](#) and [Teresa Thompson-Pinckney](#)

[Conference Keynotes](#) which is a video by Professor Anne Watson which she has provided as a record of her plenary presentation 'Care in Mathematics Education' at the Autumn 2021 Conference of the British Society for Research into Learning Mathematics (BSRLM). It was shared by [Mary Pardoe](#)

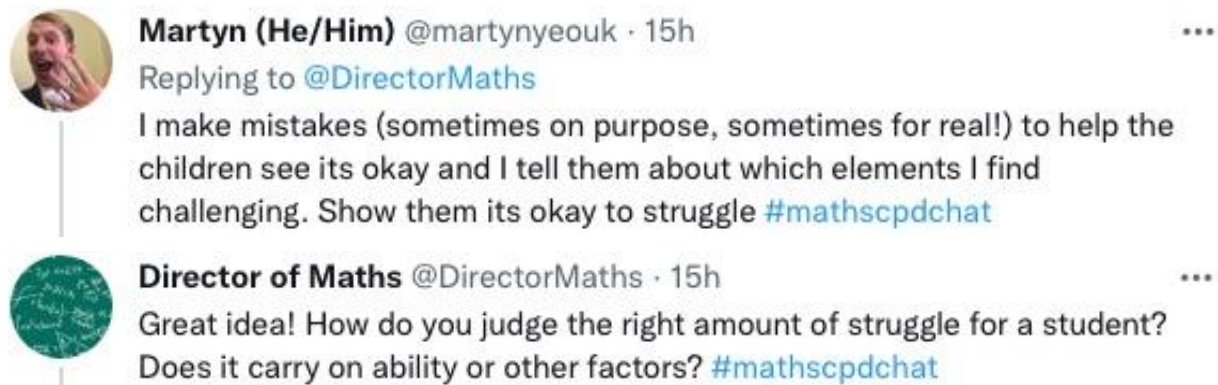
[Care in Mathematics Education](#) which is a book by [Anne Watson](#) in the Palgrave Studies *Alternative Education* series. The author describes examples of mathematics teaching in a wide range of contexts and pedagogies, including in current mainstream educational spaces, in which care for mathematical learning and thinking is combined with care for learners. It was shared by [Mary Pardoe](#)

A full illustrated summary of the discussions in this #mathsCPDchat follows.

The screenshots below linked to Twitter show some of the conversations generated by Gemma's first main question. Teachers discussed the value of struggle in doing maths, making mistakes, 'can't do maths' attitudes, ways of giving praise, and teachers showing students that they are also human beings. **Click on any of the following screenshots-of-a-tweet to go to that actual tweet on Twitter.** The following conversations and single replies were generated by this question from [Gemma Scott](#):



This conversation between [Martyn Yeo](#) and [Gemma Scott](#) ...



-  **Director of Maths** @DirectorMaths · 16h ...
Replying to @DirectorMaths and @martynyeouk
That definitely said “vary on ability” in my head.....
-  **Martyn (He/Him)** @martynyeouk · 15h ...
Its all about coaching and knowing your children I guess. We also talk about being the challenge zone being the place where best learning happens!
[#mathscpdchat](#)
-  **Director of Maths** @DirectorMaths · 15h ...
Love the challenge zone idea. Do you find this idea is infectious amongst the children and they support each other to challenge themselves
[#mathscpdchat](#)
-  **Martyn (He/Him)** @martynyeouk · 15h ...
Hmmm sometimes - takes quite a lot of training. Even at primary age they have a sense of not being able to achieve in maths [#mathscpdchat](#)
-  **Director of Maths** @DirectorMaths · 15h ...
This is something that they can carry with them for years. How do you try and break that belief? [#mathscpdchat](#)
-  **Martyn (He/Him)** @martynyeouk · 19h ...
Show them it can be done? I do wonder where it comes from because in 5 year olds have these thoughts [#mathscpdchat](#)
-  **Director of Maths** @DirectorMaths · 19h ...
Replying to @martynyeouk
We are going to come on to parents in a moment. How much comes from home do you think? [#mathscpdchat](#)
-  **Martyn (He/Him)** @martynyeouk · 18h ...
Interestingly I just types in cant do maths into twitter and lots came up. Tried with cant do reading and cant do writing and nothing came up...
[#mathscpdchat](#)
-  **Director of Maths** @DirectorMaths · 19h ...
There’s enough here for a whole [#mathscpdchat](#) but why not pop over now and give your ideas on beating this.

 **Martyn (He/Him)** @martynyeouk · 19h

Replying to @DirectorMaths

Interestingly I just types in cant do maths into twitter and lots came up. Tried with cant do reading and cant do writing and nothing came up...
[#mathscpdchat](#)



Martyn (He/Him) @martynyeouk · 19h

Replying to @DirectorMaths

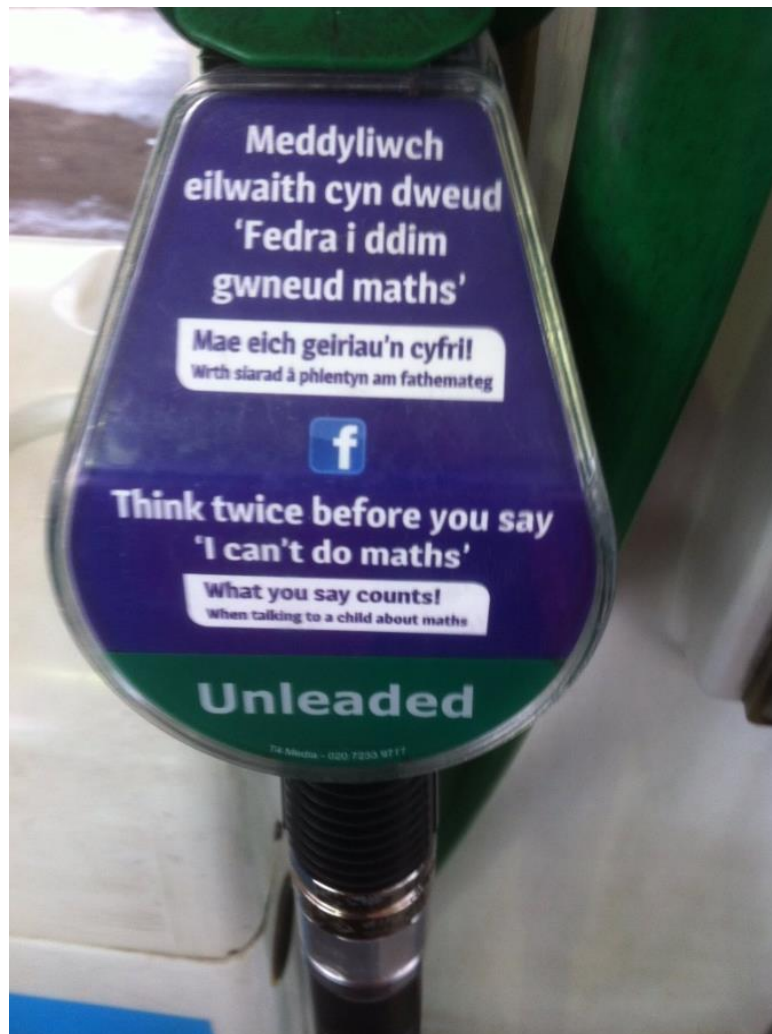
I put in "I love Maths" and a lot came up too - maybe we need to promote those more #mathscpdchat

... was picked up and extended into a conversation between [David Bowman](#), [Alice Ward-Gow](#) and [Martyn Yeo](#) ...



Dave Bowman @Maths4ukplc · 18h

'Twas every thus. @joboaler Elephant in Classroom identifies how it is changing with a #YesUCan attitude #mathscpdchat



Miss Ward-Gow @mcwardgow · 18h

What happens when a student responds with "no I can't" ? #mathscpdchat



Dave Bowman @Maths4ukplc · 18h

Add "yet". This can be a game changer. It shows learning moves from not knowing to knowing and requires time. Primaries have a Yeti monster! #mathscpdchat



Martyn (He/Him) @martynyeouk · 18h

Yes! I always put the yet on the end! #mathscpdchat

@ClassDojo has a whole video on the power of yet



Miss Ward-Gow @mcwardgow · 19h

Replying to @Maths4ukplc @martynyeouk and 2 others

And if they say "No I can't yet and won't ever" ? #mathscpdchat



Dave Bowman @Maths4ukplc · 19h

Start a discussion with "why?" First step is they want to do it. Then with brain plasticity, your great teaching and their effort they can.

#mathscpdchat



Miss Ward-Gow @mcwardgow · 19h

I understand what you're saying and can see that for most this would probably get them onside, but some students do not want to do maths and having a positive mindset will not be enough to turn them 🙄

#mathscpdchat

... and extended further by [Gemma Scott](#) and [David Bowman](#):



Director of Maths @DirectorMaths · 19h

Replying to @Maths4ukplc @martynyeouk and @joboaler

How have I not seen this before? Petition to get them at every filling station across the land! #mathscpdchat



Dave Bowman @Maths4ukplc · 19h

@WG_Education @PrifWeinidog ran it over five years ago. Would be great if run again with @educationgovuk @MathsHubs @nadhimzahawi

The following comments from [David Bowman](#) and [Mary Pardoe](#) were both replies to a comment by [Martyn Yeo](#) followed by a question from [Gemma Scott](#) during the first conversation shown above:



Martyn (He/Him) @martynyeouk · 15h ...

Hmmmm sometimes - takes quite a lot of training. Even at primary age they have a sense of not being able to achieve in maths [#mathscpdchat](#)



Director of Maths @DirectorMaths · 15h ...

This is something that they can carry with them for years. How do you try and break that belief? [#mathscpdchat](#)



Dave Bowman @Maths4ukplc · 19h ...

Replying to @DirectorMaths and @martynyeouk

[#mathscpdchat](#) total belief in [#YesUCan](#) is contagious and has positive impact



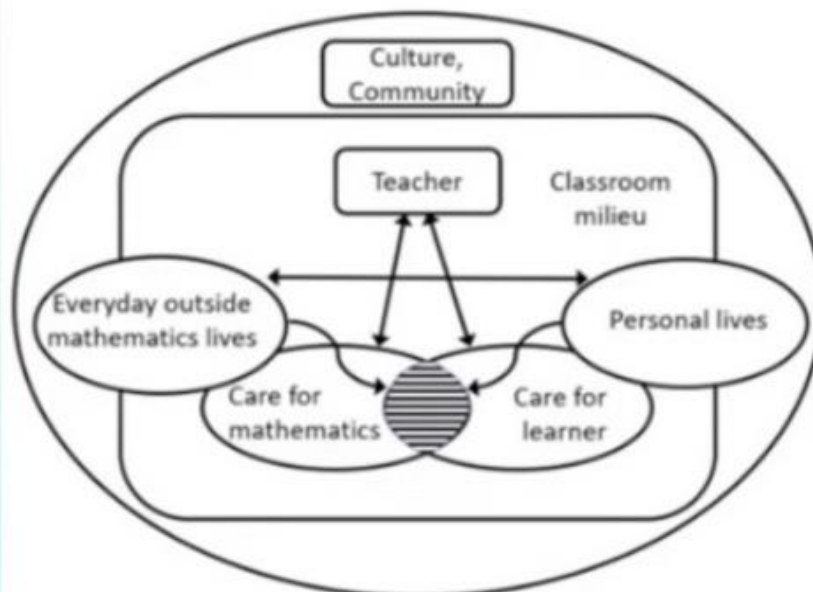
*Thank you for teaching me for the past two years. You have taught me to love maths and I now really enjoy the subject and finding solutions to problems I once found difficult. The lessons you have taught me have made me realise that I can do well in maths and have also **motivated me in all my other subjects, my sport and everything that I do in life.** Thank you so much and all the best to you and Mrs Bowman in the future*



Mary Pardoe @PardoeMary · 15h ...

Keep/have in mind a 'whole picture' of what 'surrounds' their (view of) learning ... another slide from Anne Watson's talk, here:

bsrlm.org.uk/conference-key...



The following conversation between [Alice Ward-Gow](#), [Martyn Yeo](#) and [Gemma Scott](#) followed directly from Gemma's original first question ...

Q1- What strategies do you use, within your maths lessons, to build positive working relationships with students?



Miss Ward-Gow @mcwardgow · 15h ...

Replying to @DirectorMaths

Lots of praise for working hard, not just praise for getting the answers right 😊 when questioning, letting students know that their ideas are valued #mathscpdchat



Martyn (He/Him) @martynyeouk · 15h ...

Yes! Sometimes I give them the correct answer so they don't care so much about it....but I care about how they get there #mathscpdchat



Miss Ward-Gow @mcwardgow · 15h ...

Yes - love an opportunity to extend a question... how did you work out an answer? Is this the only possible answer? 😊 #mathscpdchat



Director of Maths @DirectorMaths · 18h ...

Replying to @mcwardgow

Do you use verbal praise or other tools? Does "praise" look different for different students do you think? #mathscpdchat



Miss Ward-Gow @mcwardgow · 18h ...

We have stamps for praise, and use them alongside verbal praise. Yes it might look different - but should always be meaningful to the individual student 😊 #mathscpdchat



Director of Maths @DirectorMaths · 18h ...

Do students know the difference between genuine praise and "trying to find anything to praise". Does it matter? #mathscpdchat



Miss Ward-Gow @mcwardgow · 18h ...

Definitely! A teacher saying "well done" to all students doesn't have the same impact as individualising the praise e.g. "Really impressed with your problem solving skills [name]." Yes it does matter - it impacts on how students feel and this is important #mathscpdchat

... as did this conversation between [Anthony Shaw](#) and [Gemma Scott](#):

Q1- What strategies do you use, within your maths lessons, to build positive working relationships with students?



Anthony Shaw @ShawMaths · 19h ...

I'm me. My students don't see an act, they all get to know the real me.



Director of Maths @DirectorMaths · 19h ...

This is really interesting. I would say for me personally there are definitely some days I need to act! How do you do this on the tougher days?

[#mathscpdchat](#)



Anthony Shaw @ShawMaths · 19h ...

Replying to @DirectorMaths

I let kids know I'm tired or struggling and am honest as possible about my coping strategies. Modelling how we deal with difficulties could help one of them?

I'm not perfect and don't manage this all the time!

[#mathscpdchat](#)



Director of Maths @DirectorMaths · 19h ...

We are more than teachers of maths! We are humans and humans have tough days. I like it! Would you let a student see that their behaviour had got to you? [#mathscpdchat](#)



Anthony Shaw @ShawMaths · 19h ...

Behaviour only really gets to me if I'm already having a bad day. So I tend to seek out a child after the event when I've let that happen and explain. I give kids a fresh start every lesson and ask for the same opportunity.

[#mathscpdchat](#)



Director of Maths @DirectorMaths · 19h ...

Yes, again modelling the behaviour they will need to use in the future both in the classroom and as an adult! [#mathscpdchat](#)

Gemma's first main question ...



Director of Maths @DirectorMaths · 15h ...

So without further ado...

Q1- What strategies do you use, within your maths lessons, to build positive working relationships with students?

[#mathscpdchat](#)

... generated other conversations and single comments. This tweet (shown above) ...




Anthony Shaw @ShawMaths · 15h ...

Replying to @DirectorMaths

I'm me. My students don't see an act, they all get to know the real me.

... also prompted these replies ...

 **Niall Stoddart** 🇬🇧🇷🇺 @captainstoddy · 14h ...
I was told I was a nice mix of insulting and humorous 🤔


 **Director of Maths** @DirectorMaths · 14h ...
😂 you can always rely on kids for a character reference (assassination?)
[#mathscpdchat](#)

 **Niall Stoddart** 🇬🇧🇷🇺 @captainstoddy · 14h ...
'Sir, I thought you were horrible when I was in year 7, but when you teach it's actually really funny and you know so much rubbish 🤔🤔'

... and Gemma's first question directly generated this conversation ...

Q1- What strategies do you use, within your maths lessons, to build positive working relationships with students?

 **Catherine Edwards** @Edwards08C · 15h ...
Replying to @DirectorMaths
Success, if they can feel successful they are more positive and more likely to try challenging things. Although getting the pitch just right is hard
[#mathscpdchat](#)


 **Director of Maths** @DirectorMaths · 15h ...
Yes! Success breeds success! Is this easier to do once you know the class better? How might we try it in the early days? [#mathscpdchat](#)

 **Catherine Edwards** @Edwards08C · 15h ...
Prior knowledge checks work
Quick fire sequences of increasingly difficult questions to see where the class is at .
But knowing the class is the best way [#mathscpdchat](#)

... and this conversation ...

Q1- What strategies do you use, within your maths lessons, to build positive working relationships with students?

 **Dave Bowman** @Maths4ukplc · 15h ...
Replying to @DirectorMaths
[#mathscpdchat](#). Let them know you believe all of them can improve and you expect them all to. They need to believe that [#YesUCan](#) improve.

 **Director of Maths** @DirectorMaths · 15h ...
Great answer. Does this all come from repeating "you can do it" or are there other things you try and do? [#mathscpdchat](#)



Mary Pardoe @PardoeMary · 15h

...

This is a slide from Anne Watson's very interesting talk, here:

bsrlm.org.uk/conference-key...

[#mathscpdchat](#)

Care for learning through relationships

- mutual respect;
- learning how to learn in school;
- whether and how teachers bring themselves into their work, such as being alongside learners;
- tenderness about identity, shame and learners' priorities;
- the holistic nature of coming to know anything;
- yarning to reflect on learning.



Director of Maths @DirectorMaths · 18h

...

Lots of great discussion going on about the role of relationships in teaching on [#mathscpdchat](#). Come on over and join us!



Mary Pardoe @PardoeMary · 15h

...

Her (Anne's) talk is VERY well worth taking time to watch all the way through ... only about 30 mins!

bsrlm.org.uk/conference-key...

[#mathscpdchat](#)



bsrlm.org.uk

Conference Keynotes - BSRLM

This video has been kindly provided by Professor Anne Watson, as a record of her plenary ...



Mary Pardoe @PardoeMary · 14h

And her (Anne Watson's) book puts everything in her short talk (here: bsrlm.org.uk/conference-key...) into even clearer light ... here: amazon.co.uk/Care-Mathemati..
#mathscpdchat



amazon.co.uk

Care in Mathematics Education: Alternative Educational Spaces and ...
Care in Mathematics Education: Alternative Educational Spaces and Practices (Palgrave Studies in Alternative Education)

... and this conversation ...



Dave Bowman @Maths4ukplc · 18h

Replying to @DirectorMaths

Need to explain about brain plasticity for a how learning occurs. With effort and purposeful practice things become permanent. Emphasis that current high attainers work hard and purposefully. It's not a "natural ability"



Director of Maths @DirectorMaths · 18h

Is this something you echo with parents too? We will be thinking about them later on #mathscpdchat



Dave Bowman @Maths4ukplc · 18h

Yes! Need to get all staff on board too. #YesUCan needs to be in the culture. glowmathshub.com/page/?title=Wh..
#mathscpdchat



glowmathshub.com
What is #YesUCan?



SteveLoMMXXII @MaxTheMaths · 18h

Replying to @DirectorMaths and @Maths4ukplc
#mathscpdchat



... and this conversation about 'routines', and establishing a supportive (conjecturing?) classroom atmosphere in maths lessons ...

Q1- What strategies do you use, within your maths lessons, to build positive working relationships with students?



webmathscouk @Dids31 · 15h

Replying to @DirectorMaths

Regular routines. Lots of use of whiteboards. Students realise very quickly that they are safe and no one will be embarrassed by incorrect answers or the occasional ?? Lots of praise (particularly for great incorrect answers that prompt further discussion)



Director of Maths @DirectorMaths · 15h

I really like the idea of feeling safe. Is this a culture that you work hard on at the start of the year or one that comes naturally? #mathscpdchat



webmathscouk @Dids31 · 15h

It takes time. I started a new school in September after being in my previous school for 16 years. Calm and kind. Smiles and encouragement. Consistent approach.



Director of Maths @DirectorMaths · 15h

Yea it can be hard establishing yourself in a new school but consistency is key. Do you find that when students know what they will get from you it helps to build a relationship even if they don't "agree" with the "rules" #mathscpdchat



webmathscouk @Dids31 · 15h

I have taught across 6 very different schools in my career. No surprises, consistency is key.

... and this conversation:



Mr Mattock FCCT NPQSL @MrMattock · 15h

Replying to @DirectorMaths

They have confidence in me to do a good job in teaching them, and they can see I try hard to deliver #mathscpdchat



Director of Maths @DirectorMaths · 15h

Is this down to reputation or is it something you work hard to build in September? #mathscpdchat



Mr Mattock FCCT NPQSL @MrMattock · 15h

Both at this point #mathscpdchat

There were also two single replies to Gemma's Q1:



Emma Robson @EJRobson1979 · 15h

Replying to @DirectorMaths

Show them how easy it is to make daft mistakes, and why, so the learners know they aren't the only ones who mess up. I ensure I have something to talk to each of them about - their pets, hobbies, English lessons, anything to show I'm interested in them as a learner.



Jasmine Etheridge @Miss_Etheridge · 14h

Replying to @DirectorMaths

Praise, consistency in lessons and taking an interest in them. They are the real me and hopefully the passion for what I teach!

Gemma's second question ...



Director of Maths @DirectorMaths · 16h

Q2- What about students who "don't care about learning maths". How do you share authentic care to them?



... included this interchange ...



webmathscouk @Dids31 · 16h

...

Replying to @DirectorMaths

I don't believe any student doesn't care. They lack confidence and self esteem. It is a little by little approach to small successes.



Director of Maths @DirectorMaths · 16h

...

Yes! The "behaviour" we see is often rooted in insecurity. How do we help staff see past that? #mathscpdchat



webmathscouk @Dids31 · 16h

...

Great, supportive CPD. A chance to discuss different approaches if one isn't working. Sharing and professional discussions with no blame (for the student or the teacher)

... this conversation ...



Dave Bowman @Maths4ukplc · 16h

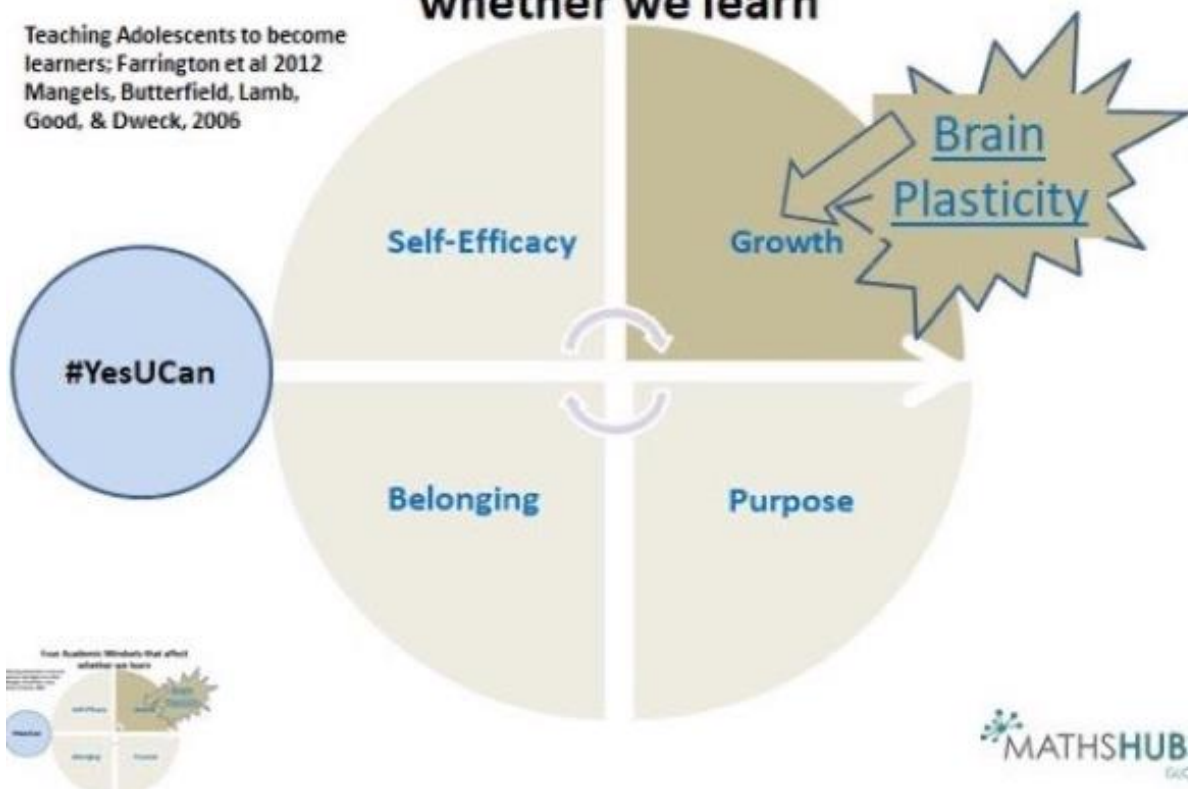
...


Replying to @DirectorMaths


#mathscpdchat Need to work on purpose and belonging for all students in every class. We all need to see a purpose if we are to put effort into learning.


Four Academic Mindsets that affect whether we learn @Maths4UKplc #YesUCan

Teaching Adolescents to become learners; Farrington et al 2012
Mangels, Butterfield, Lamb, Good, & Dweck, 2006





 **Director of Maths** @DirectorMaths · 16h ...
Yes! How do you help create a sense of purpose? Is it the grades they have receive or something else that they are working towards? [#mathscpdchat](#)

 **Dave Bowman** @Maths4ukplc · Mar 22 ...
Purpose is why study mathematics? Can be because needed for chosen career or need to gain entry to their chosen next stage and or needed for everyday living. Don't focus on grades instead learning what they have chance to [#mathscpdchat](#)

 **Director of Maths** @DirectorMaths · Mar 22 ...
This links well to intrinsic vs extrinsic motivation. Do you find students are generally intrinsically motivated or do you find a lot of extrinsic motivation is needed? [#mathscpdchat](#)

... this conversation ...


 **Mr Mattock FCCT NPQSL** @MrMattock · Mar 22 ...
Replying to @DirectorMaths
"Dont care" is just another way of saying "have no confidence", at least 9 times out of 10.
Help them get a taste of success, and then more success, and it quickly turns around.


 **Director of Maths** @DirectorMaths · Mar 22 ...
I've been there myself with things- it's better to check out and not try than to fail. What might it take to help students see success? [#mathscpdchat](#)


 **Mr Mattock FCCT NPQSL** @MrMattock · Mar 22 ...
Just got to find a bit of maths, any bit of maths, that is at that sweet spot that isnt too easy that they dont feel patronised, but isnt too challenging that they check out. [#mathscpdchat](#)

... this conversation about knowing each student's individual maths journey ...


 **Emma Robson** @EJRobson1979 · 16h ...
Replying to @DirectorMaths
Show them that you are interested in them and their own personal maths journey. Focus on the small wins - let me help you with this (division) you might not care, but I can help you get a little more confident type thing.

 **Director of Maths** @DirectorMaths · 16h ...
Treating each student as an individual is really important. How do we keep track of each students journey within a large class? [#mathscpdchat](#)

 **Emma Robson** @EJRobson1979 · 15h ...
We have a 'Maths Plan' document they keep in their folders, learners can update throughout the year, focus on what they are strong at, weaker with, and where they are improving.


 **Director of Maths** @DirectorMaths · 15h ...
This sounds interesting! Is this something that is shared with parents too?
[#mathscpdchat](#)

 **Emma Robson** @EJRobson1979 · 15h ...
No it isn't actually, now that's food for thought.


 **Director of Maths** @DirectorMaths · 15h ...
We have a similar thing after each assessment that is sent home. Some parents won't be interested but even if it only supports a few families we feel it's worth it. [#mathscpdchat](#)

... parents were also mentioned in this conversation:

 **Martyn (He/Him)** @martynyeouk · 16h ...
Replying to [@DirectorMaths](#)
Have to help them to see the need to care [#mathscpdchat](#)

 **Director of Maths** @DirectorMaths · 16h ...
Anything in particular you've tried? Is it about helping them see the wins?
[#mathscpdchat](#)

 **Martyn (He/Him)** @martynyeouk · 16h ...
Done quite a lot on growth mindset - have used [@ClassDojo](#) to help share it
[#mathscpdchat](#)

 **Director of Maths** @DirectorMaths · 16h ...
Does that then feed through to parents as well? [#mathscpdchat](#)

 **Martyn (He/Him)** @martynyeouk · 16h ...
Thats certainly something we need to work on - parents need to care!
[#mathscpdchat](#)

Gemma's Q2 also prompted these comments about generating the curiosity that prompts students to think!

 **Anthony Shaw** @ShawMaths · 16h ...
Replying to [@DirectorMaths](#)
I try to make them think. Use concepts that they have a secure understanding of to explore ideas. Show them that it can be inymeresting, try to engender curiosity. Above all, I love maths, really love maths!



Director of Maths @DirectorMaths · 15h

I like this! Are you saying linking to their prior knowledge helps them to anchor to previous success? [#mathscpdchat](#)



Anthony Shaw @ShawMaths · 15h

Not really. It's not about being successful for me. I want the kids to think "what if this..." or "would this work?"

I think there is a danger of linking enjoyment with success. I'm the most happy doing maths when I'm stuck and trying to work something out!

The host's (Gemma's) third question ...



Director of Maths @DirectorMaths · 19h

Great responses so far 😊

Q3 - has the pandemic changed the role of a maths teacher? Do you relate differently to students in 2022 than in 2018?

[#mathscpdchat](#)



... prompted this discussion ...



Simon Ball @ballyzero · 18h

Replying to @DirectorMaths

I think the role of the teacher has had to change generally, not just in maths. We have to be more sensitive to the increased gaps in knowledge, gaps in confidence, and gaps in stamina to last through lessons, even.

[#mathscpdchat](#)



Director of Maths @DirectorMaths · 18h

Do you think this change is a permanent one? [#mathscpdchat](#)



Simon Ball @ballyzero · 18h

...

Big question. I'd like to think 'No', but the change to whatever 'normal' is going to be next is going to take a long while. Students meaningfully affected by Covid-19 are going to go through the system for many years. I'm hopeful the extra care will stick around. #mathscpdchat



Director of Maths @DirectorMaths · 18h

...

Teachers turning something negative into a positive! #mathscpdchat

... and this conversation ...



Mr Mattock FCCT NPQSL @MrMattock · 19h

...

Replying to @DirectorMaths

Yes and no

The role of the maths teacher is still to teach maths in a way that allows pupils to make sense of it. That hasn't changed. What has changed for some is what that has to look like in order to cope with what they have been through

#mathscpdchat



Director of Maths @DirectorMaths · 18h

...

What kind of things that students have "been through" do you think are affecting them most in maths lessons? #mathscpdchat



Mr Mattock FCCT NPQSL @MrMattock · 18h

...

Everything from lack of structure to learning through to bereavement and trauma. #mathscpdchat

... and this single reply:



Emma Robson @EJRobson1979 · 19h

...

Replying to @DirectorMaths

Yes! Without a doubt. I have more empathy and am far more patient with my classes. I am also more reflective within my own teaching

Gemma's fourth question ...



Director of Maths @DirectorMaths · 19h

...

Q4 - What role do parents play in all of this? How can we show students the value of succeeding on maths if this message isn't consistent at home? To what extent is this effective?



... prompted these linked comments ...



Dave Bowman @Maths4ukplc · 19h

...

Replying to @DirectorMaths

There is a phrase “inoculate students” that I use. If the school environment provides sufficient #YesUCan message then child has their own agency to overcome negatives from wherever they come #mathscpdchat



Director of Maths @DirectorMaths · 19h

...

A positivity injection! How successful to you think this is being across your lessons/ department? #mathscpdchat

... and these single replies:



Jasmine Etheridge @Miss_Etheridge · 18h

...

Replying to @DirectorMaths

Invite them to take part. Look at maths for parents to support parents knowing how they can help their child and increase their confidence.



Mary Pardoe @PardoeMary · 19h

...

Replying to @DirectorMaths

Remember always that students live in a community!
Another very useful slide from Anne Watson's talk, here:
bsrlm.org.uk/conference-key...
(EHSM: European Heritage School Mathematics)
#mathscpdchat

Care for community

- support from outside the classroom, constructing a balance between the values and goals of EHSM and local sources of knowledge and need;
- entwining EHSM with other sources of knowledge of space and quantity;
- relationships between local methods and conventional mathematical terms;
- how everyday experiences give purpose and insight into quantification, movement, position and shape;
- the difference between grafting mathematical abstractions *onto* everyday experiences and recognising abstract structure *in* everyday experience.

The host's last question ...



Director of Maths @DirectorMaths · 19h
Final question of the night!



In our faculty vision we talk about “championing students”. How do you create a culture of care across your faculty/ department/ team/ school?

[#mathscpdchat](#)



... prompted a final message from this [#mathsCPDchat](#):



webmathscouk @Dids31 · 19h
Replying to @DirectorMaths



Care as part of the school vision, communicated with staff and students. Model it, live it, challenge it, celebrate it. [#mathscpdchat](#)



Director of Maths @DirectorMaths · 19h



Yes! A vision is only impactful if it's lived! No point having it as a lovely message on the website if it's not tangible in the school atmosphere
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