

MATHS EXPERT



A hand-drawn addition problem on a red background. A white arrow points to the first number, 80. The equation is 80 + 90 = 170. The numbers are written in a stylized, hand-drawn font. The plus and equals signs are also hand-drawn.

$$\begin{array}{r} 80 \\ + 90 \\ \hline 170 \end{array}$$

ART FOR YOU

Maths Projects For Year 6

Mike Askew



Maths Projects For Year 6:

Motivating Your Secondary Class Maurice Galton, Susan Steward, Linda Hargreaves, 2009-09-10 Why do so many pupils in Years 7 8 and 9 switch off and make very little progress in the core subjects such as English and mathematics What can teachers and schools do to improve pupils attitudes and motivation Maurice Galton and his team have collected examples from various schools of what works in re energising demotivated pupils This book presents practical advice and strategies for improving lower secondary school classrooms ranging from reducing class size to innovative induction programmes emphasising the development of core study skills and developing effective procedures to train pupils to cooperate rather than confront each other during lessons Chapters cover Making a Good Start to Secondary Education Creating a Cooperative Classroom Climate Improving Communication between Pupils and Teachers Why are some classrooms more successful How can school structures influence positive relationships The book is a much needed resource for all secondary teachers and is particularly useful for year and subject heads

Transforming Primary Mathematics Mike Askew, 2012-02-07 What is good mathematics teaching What is mathematics teaching good for Who is mathematics teaching for These are just some of the questions addressed in *Transforming Primary Mathematics* a highly timely new resource for teachers which accessibly sets out the key theories and latest research in primary maths today Underpinned by findings from the largest research programme into primary mathematics funded in recent years it offers a clear practical approach to implementing fundamental change in curriculum classroom environment and teaching styles Written by one of the top experts in mathematics education it offers an inspiring sometimes controversial and often unconventional look at the subject of mathematics by endorsing the use of a new mathematics one based on problem solving modelling and inquiry not on abstract rules memorising and regurgitation Arguing that there is more to maths teaching than death by a thousand worksheets Challenging norms such as the practice of sorting children into sets based on their perceived mathematical ability Asking whether this mathematical ability is innate or a result of social practices Upholding the idea that mathematics teaching is an adaptive challenge rather than a technical problem Advocating an environment where teachers are encouraged to take risks Looking at how best to prepare learners for an unknown future Encouraging reflection on teachers own beliefs and values about mathematics *Transforming Primary Mathematics* is for all primary school teachers who want to make mathematics welcoming engaging inclusive and successful

R sum de l diteur

Parental Engagement and Out-of-School Mathematics Learning Tim Jay, Jo Rose, 2023-08-07 Challenging preconceived ideas and supporting children to acquire mathematical understandings *Parental Engagement and Out of School Mathematics Learning* informs innovative and vital educational policy and practice

Classroom Connections Kath Murdoch, 1998

Collaborating to Meet Language Challenges in Indigenous Mathematics Classrooms Tamsin Meaney, Tony Trinick, Uenuku Fairhall, 2011-10-03 Language can be simultaneously both a support and a hindrance to students learning of mathematics When students have sufficient fluency

in the mathematics register so that they can discuss their ideas they become chiefs who are able to think mathematically However learning the mathematics register of an Indigenous language is not a simple exercise and involves many challenges not only for students but also for their teachers and the wider community Collaborating to Meet Language Challenges in Indigenous Mathematics Classrooms identifies some of the challenges political mathematical community based and pedagogical to the mathematics register faced by an Indigenous school in this case a M ori immersion school It also details the solutions created by the collaboration of teachers researchers and community members It's Time Jeni Wilson,1993 It s Time is a practical resource book for primary school teachers who want to develop their mathematics program to involve students actively in their own learning through independently pursued investigations **Experiencing School**

Mathematics Jo Boaler,2002-12-18 NORTH AMERICAN RIGHTS ONLY This is a revised edition of Experiencing School Mathematics first published in 1997 by Open University Press Jo Boaler This revised edition is for sale in North America only The first book to provide direct evidence for the effectiveness of traditional and reform oriented teaching methods Experiencing School Mathematics reports on careful and extensive case studies of two schools that taught mathematics in totally different ways Three hundred students were followed over three years providing an unusual and important range of data including observations interviews questionnaires and assessments to show the ways students beliefs and understandings were shaped by the different approaches to mathematics teaching The interviews that are reproduced in the book give compelling insights into what it meant to be a student in the classrooms of the two schools Questions are raised about and new evidence is provided for the ways in which traditional and reform oriented mathematics teaching approaches can impact student attitude beliefs and achievement the effectiveness of different teaching methods in preparing students for the demands of the real world and the 21st century the impact of tracking and heterogeneous ability grouping and gender and teaching styles the potential of different teaching approaches for the attainment of equity The book draws some radical new conclusions about the ways that traditional teaching methods lead to limited forms of knowledge that are ineffective in non school settings This edition has been revised for the North American market to show the relevance of the study results in light of the U S reform movement the math wars and debates about teachers assessment and tracking The details of the study have been rewritten for an American audience and the results are compared with research conducted in the U S This is an important volume for mathematics teachers and researchers education policymakers and for students in mathematics education courses NOTE This is a revised edition of Experiencing School Mathematics first published in 1997 by Open University Press Jo Boaler This revised edition is for sale in North America only The Intelligent School Barbara MacGilchrist,Jane Reed,Kate Myers,2004-03-08 In this work the authors offer a practical resource to schools to help them maximise their improvement efforts The aim is to help schools be intelligent organizations to build on experience and formulate policy *Resources in Education* ,1998 *Getting it Right for Boys ... and Girls* Wendy Bradford,Colin

Noble, 2002-01-04 Boys underachievement is grabbing headlines in the education debate and it has never been more important to solve the problem This book offers clear and practical strategies to headteachers classroom teachers and other professionals for ways to address the issue The book looks at reasons for boys underachievement ways of adapting teaching styles to maximise learning gains for boys and girls guidance on how to plan successful pyramid whole school and classroom approaches practical strategies for subject leaders and teachers examples of successful case studies After introductory chapters examining whole school issues and strategies there are further subject specific chapters that advise on particular teaching approaches

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