

# ***The Teaching Maths for Social Justice Network***

Our next event will be a workshop on

## **Sharing practice in teaching maths for social justice**

To be held on **Saturday 25<sup>th</sup> June 2022** (from 10am to 1pm)

At the UCL Institute of Education, 20 Bedford Way, London WC1H 0AL (Room 642)



[www.mathsocialjustice.org](http://www.mathsocialjustice.org)

This will be an opportunity to engage with and discuss ideas, teaching approaches, classroom resources and work in progress.

### **Presentations of ideas/activities:**

Minnie Gloor (St Michael's Catholic School):

***Empowering black students through mastery and oracy in the classroom***

Ruth Wheatley (Henry Cavendish Primary School):

***Empowering younger learners***

Hafsa Farhana (Sarah Bonnell School):

***Diversifying the maths curriculum***

Graeme Austin (Luton Sixth Form College):

***Discovery worksheets and power in the classroom***

Ines Makonga (Hampstead School):

***The practice of TMSJ***

Each presentation will last 20 minutes, followed by a group discussion of 10 minutes.

A description of each presentation can be found on the reverse.

**Please register in advance at: <https://forms.gle/U1dGLw7WM3v1WwL47>**

## Descriptions of presentations:

### ***Empowering black students through mastery and oracy in the classroom***

A review of our program to develop black student voices in Mathematics through directed use of core teaching strategies, namely our Oracy and Mastery programs. This cohort is over-represented in low ability sets and Foundation GCSE classes. In order to develop confidence in Mathematics, enhance learning and improve outcomes, we set up a topic specific activity where students researched and presented their learning to each other. The idea was to improve their reasoning skills and therefore embed understanding of core principals and techniques. The structure of the activity was such that every student had the opportunity to be heard.

### ***Empowering younger learners***

After a lesson based on Euler's Officer problem, my Year 1 class asked if we could 'do maths all day' and begged me to send resources to their families so they could continue at home. The activity led to discussion and creativity, inspiring confidence and joy in the children who are sometimes more reluctant to share ideas in maths lessons. My passion is for all children to access and enjoy every maths lesson, and by planning sessions like this I hope to help them to associate maths with feelings of fun and success.

### ***Diversifying the maths curriculum***

The maths department at Sarah Bonnell have jointly planned and embedded lessons with a focus on an anti-racist curriculum and exploring social justice issues. This has been embedded into the KS3 scheme of learning and teachers have been given freedom to create any lessons. Teachers have been taking this in their stride, looking to expand their knowledge whilst sharing issues that are relevant to the demographic of our school and community. Student voice was the driving force for this, with students expressing their concerns of 'add on' lessons. Since delivering these lessons students feel empowered and have a sense of maths beyond the curriculum.

### ***Discovery worksheets and power in the classroom***

One assumption underlining much Maths pedagogy is that teachers explain the mathematical content of learning points to students. However, there is also a way of working that encourages students to take greater ownership of their learning. Here, the teacher steps aside from the fundamental broadcast role and offers well-planned resources so that students can form the logical connections themselves. Through the use of dialogue and discovery, co-constructed meaning can be developed by the students with the teacher there to support and guide, not instruct. This increases student agency and shifts the power relationships in the classroom towards students and away from the teacher.

### ***The practice of TMSJ***

In this presentation I will talk about my experiences of integrating TMSJ into maths lessons, using my Year 10 class as a case study. I will begin by describing the difficulties I faced when I was assigned a class of students with SEN in the middle of the year. I will go on to explain how, by understanding their educational needs and social backgrounds, and working with colleagues, I managed to get through to them. I will conclude by arguing that TMSJ can be challenging, but once the teacher understands social factors impacting students' learning and the need to work with others, lessons can go smoothly.