

Please seat yourselves in alternate rows according to phase

Primary teachers Secondary teachers
 Primary teachers Secondary teachers
 Primary teachers Secondary teachers

Now have a conversation with a colleague from a different phase about something you found interesting from the workshops and the impact it might have

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UNIVERSITY OF CAMBRIDGE

Developing Mathematical Resilience Closing Plenary

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Write down three things on a post-it:

- My feelings?
- Ideal conditions to support me?
- What barriers might there be in my classroom?

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Planning for resilience

- scaffolding reading
- scaffolding the task
- encouraging partial participation
- creating a safe space
- developing *the singer* not solely the singing
- visual processing alongside auditory processing (dual coding)

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Little Eva
The Loco-Motion

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The Angle Song

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The Angle Song



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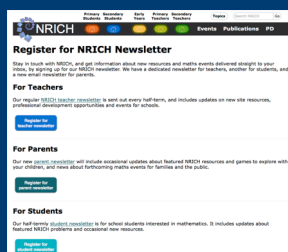
Reflection to support resilience

- Freeze frame
- Pause
- Rewind
- Stop

What would be the same, what would be different?

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As a reminder of today...

<https://nrich.maths.org/resilience2019>

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