An introduction to Mathematical Resilience
A one-day CPD module for GCSE & Functional Skills maths teachers

Mathematical Resilience describes a positive stance towards maths that enables learners to overcome deep-seated negative attitudes & anxiety about studying mathematics. It is based on the extensively researched idea that in order to be mathematically resilient a learner must:

• hold a growth mindset
• understand the personal value of maths
• understand how to work at maths
• be aware of & receive appropriate support

This one-day course introduces the key ideas of mathematical resilience and the 'growth zone', and how teachers can apply them to overcome affective barriers to maths learning. Participants will be introduced to practical activities which make mathematics ALIVE (accessible, linked, inclusive, valuable, engaging) and foster mathematical resilience.

The course is aimed at teachers of both functional and GCSE maths working in colleges, work-based learning organisations, adult & community learning and the secure estate.

PRICING

Courses can be booked by host organisations for up to 16 of their staff at the following prices, with remaining places advertised to outside organisations:

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<th>Price</th>
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<tr>
<td>Up to 5 staff</td>
<td>£300</td>
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<tr>
<td>6-10 staff</td>
<td>£600</td>
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<tr>
<td>11-16 staff</td>
<td>£880</td>
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WMCETT will contribute towards catering costs for both internal & external course delegates.

Commissioned and funded by the Education and Training Foundation
COURSE CONTENT

Session 1 – Introduction
• Sharing personal experiences & insights into maths learning
• TRIED vs. ALIVE maths

Session 2 – Making maths accessible: the power of pictures
• Using visual approaches to learning maths
• Bar modelling

Session 3 – Growth mindsets
• Growth vs. fixed mindsets
• Boosting messages
• Growth zone model

Session 4 – Low-floor high-ceiling
• Using open problems which allow for differentiated outcomes

Session 5 – Challenging learners … & supporting them too
• The importance of struggle & perseverance
• ‘Stuck’ posters
• Using exploratory questions

Session 6 – A path to the future
• Reflections on mathematical resilience
• Making changes to practice
• Sources of materials & further reading

COURSE ENQUIRIES

For further information about booking, please contact WMCETT project manager Julie Chamberlain: J.chamberlain@warwick.ac.uk

For further information about module content, please contact WMCETT mathematics lead Steve Pardoe: S.D.pardoe@warwick.ac.uk