Offer tailored teaching of specific maths skills needed to progress. For example, groups investigating areas of various shapes could be introduced to new shapes.

Design tasks that have multiple entry and exit points, and more than one solution or pathway. For example, exploring the patterns in Pascal’s triangle.

Encourage students to take risks in their learning and model risk-taking in maths, and show your belief in them.

Help students see that maths tasks can take time and doing maths can be a messy process involving multiple drafts just like art or writing. If needed, they can clean up their presentation later.

Provide learning opportunities where students can see their own cultural identity when engaging with maths.

Help students reflect on the relationship between perseverance and progress.

Regularly share maths ideas, experiences, stories and wonderings between teacher, students and whānau.

Provide regular opportunities for both challenge and confusion.

Get to know students’ relationships with maths through the use of maths biographies, journals, personal journey graphs, metaphor, art.

Teachers actively engage in mathematics, model confusion and mistake-making, and reflect on their own relationships with maths.

Use ongoing discussions and formative assessment to monitor dynamic relationships with maths as students change through their learning experiences.