Share with whānau the maths problems the class is working on and invite them to bring maths problems to the class.

Offer opportunities to explore maths in interesting and beautiful patterns and designs.

Help students recognise when they are stuck or need a prompt to develop the next step of mathematical thinking.

Treat students as capable mathematicians where their thinking is valued.

Seek opportunities for whānau to be involved in the maths learning, for example, bring whānau in to talk to the students about how they use maths as a tool in the context of home, marae, community, employment, art, and continue to use these contexts in class.

Provide a variety of tasks so that every student has the opportunity to experience confusion, uncertainty, or not knowing how to proceed, so they develop strategies for this.

Provide explicit opportunities to develop skills and dispositions of students in perseverance, cooperation, independence, taking risks and adaptability when using maths.

Have high expectations and be explicit with students that maths capabilities can develop over time and with persistence and effort.

Model, highlight, and affirm an attitude of exploration, enthusiasm, and curiosity for maths endeavour and challenge.

Find opportunities to talk about maths with the class, and observe how students approach maths in a variety of ways.

Find ways to use maths to investigate topics important to your school community so the work has meaning and purpose e.g., considering aspects of design changes to the school.