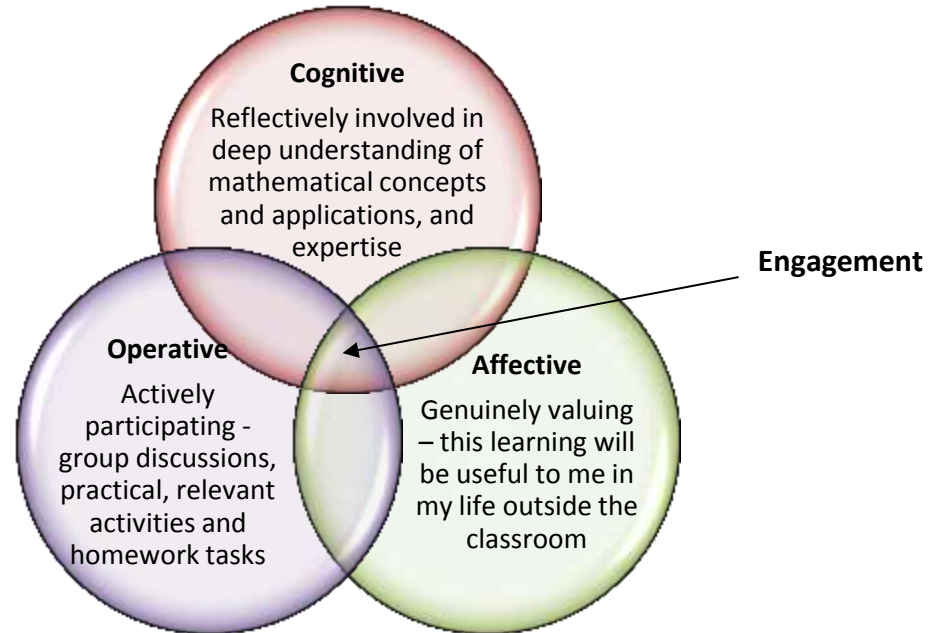


FRAMEWORK FOR ENGAGEMENT WITH MATHEMATICS



In an engaging mathematics classroom, positive pedagogical relationships exist where:

- students' **backgrounds** and pre-existing knowledge are acknowledged and contribute to the learning of others
 - **interaction** amongst students and between teacher and students is continuous
- the teacher models **enthusiasm** and an enjoyment of mathematics and has a strong **Pedagogical Content Knowledge**
 - the teacher is **aware** of each student's mathematical abilities and learning needs
 - **feedback** to students is constructive, purposeful and timely

Pedagogical repertoires mean:

- there is **substantive conversation** about mathematical concepts and their applications to life
- tasks are positive, provide opportunity for all students to achieve a level of **success** and are **challenging** for all
 - students are provided an element of **choice**
- Technology is embedded and used to enhance mathematical understanding through a **student-centred** approach to learning
- the **relevance** of the mathematics curriculum is explicitly linked to students' lives outside the classroom and empowers students with the capacity to transform and reform their lives
 - mathematics lessons regularly include a **variety** of tasks that cater to the diverse needs of learners