

Mindful Mathematics

How to boost math skills and foster confidence in every learner

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Take a moment to reflect on the following:

How did you learn math as a child?

How do you feel about math now as an adult?

How can we better support our children in their math learning?



Tonight's Outcomes

Participants will be offered:

- ✓ Strategies to reinforce math concepts for students of all ages
- ✓ Ideas to make math more approachable and engaging
- ✓ Identify ways to make math more accessible



Everyone can learn math!

Jo Boaler, a highly respected researcher on math learning, and her students from Stanford briefly explain how to “[grow your brain](#)”.



Daily activities

- ✓ Playing cards
- ✓ Dice
- ✓ Estimating
- ✓ Arts and Crafts
- ✓ Money
- ✓ Time
- ✓ Drawing



Foster a Belief in Math

We are all “math people” if we believe in our ability to learn through perseverance.

First you must believe in yourself”.



How to foster a Growth Mindset

- ✓ The Power of “Yet”
- ✓ Praise kids for their effort, strategies, progress, hard work, persistence, rising to a challenge, learning from a mistake.
- ✓ Avoid praise for talent, being smart, fixed abilities, not making a mistake
- ✓ Recognize your own thinking and the message you send with words and actions.



Value Struggle and Mistakes

Reflect on a time in your adult life when faced with learning a new task.

- ✓ How did you approach that task?
How long did it take to learn?
- ✓ Did you master that task in your first try?
- ✓ Was there value in mistakes you made?

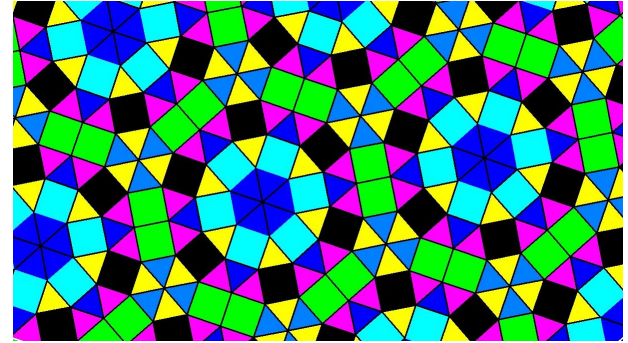
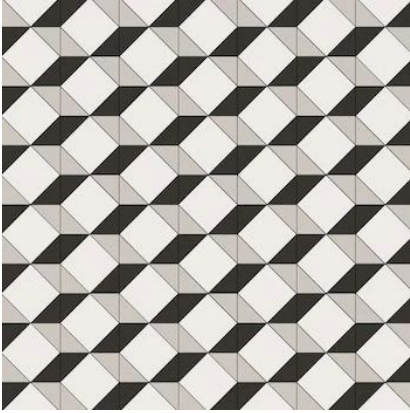


Speed does NOT equal smart

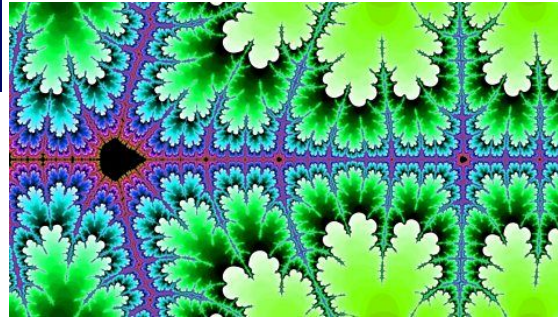
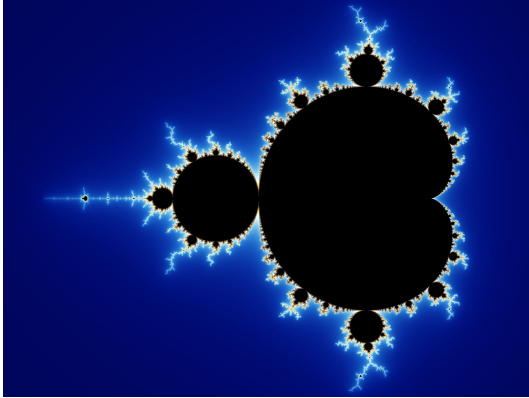
- ✓ Focus on fluency, not speed
- ✓ Support strategies, not memorization
- ✓ Perseverance is the key to success in mathematics



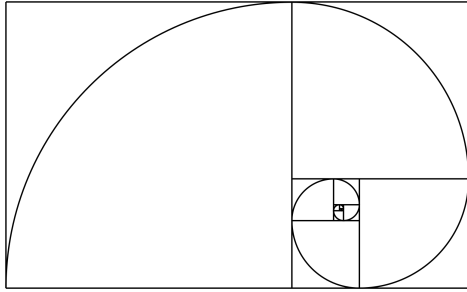
Math in Action



Math in Action



Math in Action



How can I help?

- ✓ Support a Growth Mindset
- ✓ Model positivity about math
- ✓ Less is more
- ✓ Ask questions:
 - What strategy did you use?
 - How could you have done that differently?
 - Can you explain that to me?

