

**Queen Mary**  
**University of London**

**MTH6110**

**Communicating & Teaching Mathematics**

**A Welcome in Two Parts**

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# Congratulations!

## Plan for today

- Part I – Placement Induction
- Part II – Module Overview

# Part I – Placement Induction & Training

1. Overview & Pre-Assessment
2. Induction
3. Post-Assessment
4. DBS Check
5. Placement Mechanics

# Overview & Preassessment

## I know

- How I can contribute on my placement
- Do's/Don'ts of being a QM Ambassador
- School policies that I will need to read
- Jargon related to working in my School/College
- How to best contact my teacher
- What is expected of me/what I can expect of QM
- A range of instructional approaches

# How I can contribute

Role Model

Develop  
resources

Work 1-to-1  
or in small  
groups

Classroom  
assisting

## Do's and Don'ts - Exercise

**Individually** - If your first name begins with A-K, write down as many “Do’s” of being a classroom assistant as you can. If your first name begins L-Z, write down as many “Don’ts” of being a classroom assistant as you can.

You have 3 minutes!

**As a Group** - Pick your top Do/Don't and add it to the board

# Conduct

- Dress code
- Wear your badge
- Sign in and out
- No alcohol/(e-)cigarettes
- Be punctual
- Find the staff toilets
- Find the staff room
- Act like a teacher – you are one



# Classroom Assisting

- Define your role with the teacher
- Agree where to sit, stand, when to move around
- Copy the teacher's approaches
- Make a note of key words – and use them
- Use your initiative!



# Teaching

- Remember maths is hard for the students
- Explain things in different ways
- Don't overcomplicate it!
- Know common misconceptions (and be ready for them)
- Learn by watching/listening to other people teach

# Professional Standards

- Never EVER undermine the teacher
- At school, you are a teacher
- Don't complain (while you are in school)
- You are a role model
- You represent Queen Mary

# Behaviour Management

- Follow the behaviour management policy
- Follow guidelines for any specific pupils
- Defer to the teacher
- Choose your battles wisely
- Be consistent
- Have answers ready for **distracting questions**

# Distracting Questions? Brainstorming Exercise

**Do this now and at home:** think of as many killer distracting questions as you can; write them down.

*Are you bored? I am. Are you single? Do you like [...]?*

Then think of a killer answer to one of the questions posed and respond!

*No. I'll check through it with you after Miss has finished.*

## Remember the professional standards ideas:

- Never undermine the teacher
- At school, you are a teacher
- Don't complain (while you are in school)

**What policies do you think you  
will be asked to read?**

# Policies

- Child Safety/Safeguarding
- Health & Safety (general)
- Data and confidentiality
- Behaviour Policy
- Equality & Diversity/Inclusive practices
- Post-COVID regulations (e.g., absences, illnesses, and self-isolation rules)
- Vaccines and/or Masks?

# Important Vocabulary (Curriculum)

Phase	Key stage	Age (years)	Year	Exams
Primary	KS1/KS2	5-11	1-6	SATS
Secondary	KS3	11-12	7	SATS
		12-13	8	
		13-14	9	
	KS4	14-15	10	GCSE
		15-16	11	
Further Education	KS5 (sixth form)	16-17	12	A levels
		17-18	13	

# Important Vocabulary (Structure)

- **State Schools**

Community Schools, Foundation and Voluntary Schools, Academies, Grammar Schools, ...

- **Other Schools**

Faith Schools, Faith Academics, Free Schools (e.g., technical colleges), City Technology Colleges, ...

- **Independent/Private Schools**

<https://www.gov.uk/types-of-school>



# Expectations

- What are 5 takeaway messages we would like you to remember as a QM Maths Ambassador?
- What support do you need to perform this role?

# Contacting a teacher

- Phone/Text/(Teams, Zoom etc.) Chat a teacher if...
- Email the teacher with...
- The worst time to phone a teacher is...
- If I leave a physical note, I must remember to...
- **If I am unwell/can't attend my placement, I must...**

# Finally, things to bear in mind

- Don't trust your memories of school
- You need to want to be there
- You are only there once a week for <10 weeks
- Young learners are complex individuals going through a difficult development period
- Be respectful
- Show your initiative
- Teachers do a hard job
- **YOU WILL MAKE A BIG DIFFERENCE!**

# Post-Assessment

## I know

- How I can contribute on my placement
- Do's/Don'ts of being a QM Maths Ambassador
- School policies that I will need to read
- Jargon related to working in my School/College
- How to best contact my teacher
- What is expected of me/what I can expect of QM
- A range of instructional approaches

# Placement Mechanics

- We will send “email introductions” to you and to your Key School/College contacts; they will get in touch re: first meeting, Induction, H&S, etc. **You will need your DBS number to get started.**
- Arrange ~10 placement visits, 3–4 hours each, at the same time each week, preferably with the same classes. **Please do this immediately in Dec/Jan (or you will struggle to fit in all the visits).**
- At/After your School/College Induction, discuss with your Key Contact or Mentor Teacher which group(s) of pupils you would like to work with.
- You may begin by observing teaching and by providing assistance to pupils as directed by the teacher; later, you may lead part of a lesson.
- **Please do not schedule your placement visits during our timetabled sessions on Fridays 09:00-11:00**

# Reading List

Know Teachers' Standards

[Teachers' Standards](#) (DfE, 2013) (pages 10 -14)

Review the curriculum for your level

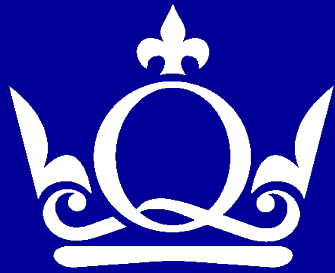
<https://www.gov.uk/national-curriculum>

Browse exam board qualification for your level

e.g. <https://www.ocr.org.uk/>

Start reading for our module

[What makes great teaching? \(Review of the underpinning research\)](#) (Coe et al, 2014)



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**Questions?**

**Thank you for listening**