



**I use Maths daily in my professional role.**

Maths helps me to understand and learn from research papers, to keep accurate dental records for my clients and to help diagnose and monitor the progression of oral recovery from dental disease. As I am partly self-employed, I also use Maths to manage and monitor my financial accounts and to organise and achieve my time. Maths was not my strongest subject in school but understanding where Maths fits in dentistry has been invaluable in supporting the development of the career I love.

**Tracy Doyle - General Hygienist BELFAST**



**As a Quantity Surveyor working on a Construction Project, I am responsible for monitoring and checking the project costs.**

The role involves ensuring the procurement of materials and subcontractors are managed within the project budget. Maths is very important in the role of a Quantity Surveyor as nearly all aspects of the job involve numbers. Whether this be measuring to check quantities of materials needed (using area formulae learned at school) or working out money due for payment to subcontractors, Maths plays a role.

**Gregory Patten - Quantity Surveyor Gilbert Ash & Co BELFAST**



**I use Maths throughout every day and I would not have the business or career I have today without it.**

I plan and manage at Property Gut, a company finding investment property for clients, understanding how to apply Maths is vitally important in the workplace. You don't need to be the best at Maths but you definitely need to appreciate how important it will be when you leave school. Maths was my foundation to becoming a civil engineer. You have a great opportunity to get yourself up for life if you make Maths a part of your life now.

**Elaine Gaultney - Company Director at Property Gut LONDON**



**I use Maths every day to develop a plan and roadmap for different products.**

As a senior product manager at Northcote I am responsible for deciding which software product features should be built next, helping teams to build these features, and reporting on how they are doing next after being released. Some of the mathematical topics I use most frequently are probability, statistics and data analysis. It helps me to keep track of my workload, ensuring customers are always satisfied with our products.

**Omar Bayat - Product Manager, Northcote BELFAST**

# MATHS AT WORK! #IUSEMATHS



**Every day I use Maths to predict the future.**

As a Data Scientist, I build and deploy predictive models that help us understand customers and our business at Adiastra. We use complex mathematical equations to understand how likely an event is, to understand images and to extract important insights from text. It's not just the mathematical methods that I learnt at school and university, it's the problem-solving and logical thinking that help me to do my job. Maths is at the centre of so many things in our world today. From Maths for recommendations to self-driving cars, it's a fun time to be a mathematician!

**Rebecca Watson - People Analytics Senior Manager at Adiastra NI BELFAST**



**Most young people will go through over 10 different career paths in their lifetime, including jobs that haven't even been designed yet!**

In my role now, I support high universities or leave around 16th and 18th learning, understanding how to choose numbers and how to get prepared to different questions is a key skill set all need in our careers. I can use the way my Maths teachers taught me improving my Maths skills is a crucial way to ensure you are ready for solving new challenges and can recognise the path you want in life.

**Colin Haggan - Policy Executive, Irish Universities Association, Derry-Londonderry**

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# Maths At Work

**Jeff Evans**

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

## **Maths At Work:**

*Maths at Work Pack a Of 6* Tracey Steffora,2013-03-14      *Adults, Mathematics and Work* John J. Keogh,Theresa Maguire,John O'Donoghue,2019-01-21 Adults use mathematics extensively in work even though they may deny it or dismiss their numerate behaviour as common sense Their capacity for mathematics is invisible to them and confirms their non maths person self perception which has negative consequences for their life choices In *Adults Mathematics and Work* the authors tackle and explain a number of paradoxes related to the curious relationship between adults and mathematics It operationalises the benefits of workplace doctoral research by providing a set of the tools to review this mistaken self perception in order to make workers abilities available for development It also provides a systematic way of uncovering and recognising informal and non formal learning to support employability and re employability in an increasingly fluid work landscape

*Mathematical Subjects* Fiona Walls,2009-08-10 Teaching and learning mathematics is a political act in which children teachers parents and policy makers are made visible as subjects As they learn about mathematics children are also learning about themselves who they are who they might become We can choose to listen or not to what children have to say about learning mathematics Such choices constitute us in relations of power Mathematical know how is widely regarded as essential not only to the life chances of individuals but also to the health of communities and the economic well being of nations With the globalisation of education in an increasingly market oriented world mathematics has received intensified attention in the first decade of the twenty first century with a shifting emphasis on utilitarian aspects of mathematics This is reflected in the reconceptualisation of mathematical competence as mathematical literacy loosely conceived as those ways of thinking reasoning and working mathematically that allow us to engage effectively in everyday situations in many occupations and the cut and thrust of world economies as active empowered and participatory citizens It is no surprise then that mathematics has become one of the most politically charged subjects in primary school curricula worldwide We are experiencing an unprecedented proliferation of regional and national strategies to establish benchmarks raise standards enhance achievement close gaps and leave no child behind in mathematics education Industries have sprung up around the design administration and monitoring of standardised assessment to measure and compare children s mathematical achievement against identified benchmarks and each other

*The Teaching Of Mathematics* Kulbir Singh Sidhu,1967

*Interactive Maths Teaching in the Primary School* Nick Pratt,2006-10-12 Nick Pratt s book looks in detail at the real meaning of teaching mathematics interactively in primary schools Each section is set clearly within a context is linked by key ideas the important bits to think about and is summarised to give a succinct close to the chapter s content and thinking It is a book that the reader will definitely find useful and thought provoking It certainly made me consider how small changes and a wider variety of approaches in the classroom can make big changes in children s learning and understanding of mathematical concepts Mike Eatwell Primary Maths Advisor Bristol LEA Using a whole class interactive approach to teaching mathematics

is a key feature of the National Numeracy Strategy NNS and this book looks at not only what works but also why things work Teachers will be able to understand why and how the various teaching strategies they are using in their classrooms have a positive effect on children's learning The book covers how to engage in meaningful reflective practice that will improve your lessons how to use whiteboards making mathematical meaning through talk getting the whole class interacting thinking talking and acting mathematically teaching number starting points teaching shape and space starting points developing your interactive teaching a glossary of terms It is aimed at both practising and trainee teachers and offers clear subject guidance as well as an explanation of a key part of the NNS It supports both individuals and mathematics subject leaders delivering INSET to their colleagues **Mathematical Work in Educational Context** Alain Kuzniak, Elizabeth

Montoya-Delgadillo, Philippe R. Richard, 2022-03-31 This book is a friendly and complete introduction to one of the most comprehensive contemporary theories of mathematics teaching and learning By focusing on mathematical work performed by students and teachers during mathematics session the theory of Mathematical Workings Spaces MWS has opened up new perspectives and avenues on mathematics education and mathematical thinking In particular it enables the identification of students knowledge production processes and helps teachers to shape them The first part of the book explores the heart of the theory and aims to further describe and understand epistemological and cognitive aspects of mathematical work The second part develops the different MWS dedicated to observing how this work depends on the expectations of educational systems how it is formed and taught and how individuals appropriate it In the last part some applications and perspectives are discussed regarding topics of major importance today in mathematics education which relate to technological and digital tools teacher training and modeling activities In line with the spirit of the theory the book was written to reflect the conceptual unity at the heart of the theory of MWS and at the same time to show the freedom and diversity of approaches given space therein Written for researchers and professionals in mathematics education it offers plenty of concrete examples from different educational systems around the world to illustrate the theoretical concepts and show the applicability of the theory to practice and research Math Skills for Working Teacher Resource Book Anne Vize, 2005 MATHS SKILLS FOR LIVING and MATHS SKILLS FOR WORKING are photocopiable teacher resource books designed to help develop essential numeracy skills in students with special learning needs Both books are intended for students aged 14 to 16 an age when such students may soon be entering the workforce and may also be living independently The main purpose of the units is to develop essential numeracy skills but students will also acquire a better understanding and knowledge of practical living and working skills such as planning household tasks nutrition conversation skills body language assertive behaviour personal safety days and dates budgeting and arranging social events MATHS SKILLS FOR LIVING and MATHS SKILLS FOR WORKING can be used as a stand alone resource for individual students or small groups with special needs as units of work for whole class activities They are particularly valuable resources for Life Skills Maths courses but are equally valuable for

many students in mainstream Maths classes      Improving Mathematics at Work Celia Hoyles, Richard Noss, Phillip Kent, Arthur Bakker, 2010-04-30 This book argues that there has been a radical shift in the nature of mathematical skills required for work which has still not been fully recognised by either the formal education system or by employers and managers

**Mathematics Across the Curriculum** Sue Fox, Liz Surtees, 2010-05-06 Mathematics is a core subject and using and applying mathematics in problem solving activities is crucial in enabling children to use their knowledge and skills in a range of situations Mathematics Across the Curriculum shows how to teach mathematical concepts through different subjects and discussing the reasoning and research behind using problem solving and investigation teaching techniques Best practice for planning and assessment classroom organisation and practice and use of resources are all discussed with clear links to recent research and government standards and initiatives Case studies from practicing teachers enable readers to easily relate the theoretical information to their classroom and teaching Mathematics Across the Curriculum is essential reading for all trainee and newly qualified teachers seeking to teach engaging inspiring and challenging mathematics lessons It will also be a useful resource for established teachers embarking on their Masters in Teaching and Learning MTL

*The Really Practical Guide to Primary Geography* Marcia Foley, Jan Janikoun, 1996 Substantially revised to incorporate the contents of the 1995 Revised Order and its major implications for geography teaching Includes two brand new chapters on the growing early years sector and OFSTED inspections A whole range of different ways to organise the geography curriculum is discussed with examples The resources sections have been updated and expanded

**Paired Maths Handbook** Judi Bamford, Keith J. Topping, 2013-11-12 First Published in 1998 This book is one of a family of three related books consisting of two resource Handbooks for everyday use supported by a more detailed background text for deeper reading and reference The Paired Maths Handbook gives a brief introduction to the rationale materials organisation and evaluation of the Paired Maths method for parental involvement and peer tutoring in mathematics for children aged 4 to 14 This is followed by 12 different practical resources to copy to help with the organisation of the method The main part of the book consists of two dimensional mathematical games to copy complete with instructions and needing minimal other materials These games are particularly suitable for children aged 9 to 12 especially when involved in cooperative learning or peer tutoring in schools or other study centres

Teaching Mathematics Michelle Selinger, 2013-10-31 In this reader maths teachers in the early years of their careers will find a concise yet comprehensive guide to developments in mathematics teaching in secondary schools and the controversies which currently surround it After a brief summary of the historical context a series of short articles provides a range of perspectives on various issues of current debate which will help new teachers in the development of their own teaching styles These include the impact of computers and calculators in maths teaching the various arguments about the use of published schemes and for more investigational approaches to the curriculum and the way in which social and cultural factors can be approached through the teaching of various topics in

mathematics The final section looks at how teachers might continue their professional development through action research in their own classrooms

**Adults' Mathematical Thinking and Emotions** Jeff Evans, 2002-01-04 The crisis around teaching and learning of mathematics and its use in everyday life and work relate to a number of issues These include The doubtful transferability of school maths to real life contexts the declining participation in A level and higher education maths courses the apparent exclusion of some groups such as women and the aversion of many people to maths This book addresses these issues by considering a number of key problems in maths education and numeracy differences among social groups especially those related to gender and social class the inseparability of cognition and emotion in mathematical activity the understanding of maths anxiety in traditional psychological psychoanalytical and feminist theories how adults numerate thinking and performance must be understood in context The author's findings have practical applications in education and training such as clarifying problems of the transfer of learning and of countering maths anxiety

Education for Mathematics in the Workplace A. Bessot, J. Ridgway, 2006-04-11 This timely volume raises issues concerning the nature of school mathematics and mathematics at work and the challenges of teaching valuable mathematics in school and providing appropriate training for a variety of careers It offers lively commentaries on important hot topics transferring knowledge and skill across contexts authentic mathematics comparability of different types of assessment and analyses of research methods

**Maths at Work** Geoffrey Howson, 1983

The Study of Primary Education Brenda Lofthouse, 1990

**Which Way Social Justice in Mathematics Education?** Leone Burton, 2003-02-28 This contributed volume explores equity and social justice within the field of mathematics education In part one Helga Jungwirth's introductory chapter provides a strong theoretical overview that is based in actual classroom behaviors and a typology that classifies the various interpretations found within this volume Also in part one Laurie Hart discusses developments in equity research in the United States Part two focuses on results of studies about social justice and their impact on learning in mathematics classrooms in various parts of the world For example in a chapter on Peru social justice does not just encompass gender but also inequalities in opportunities to learn such as problems of resources living and social conditions communal demands and language needs And part three focuses on computers as a resource to mathematics teaching The contributors raise several important social justice issues which have previously remained unresearched Although there are a number of chapters specifically dealing with gender many of the authors use one of the following strategies their gender specific questions are set in a wider socio cultural context they challenge what have threatened to become false orthodoxies or they raise other important issues These other issues include the meaning of democratic citizenship for mathematics classrooms the links between parents and children learning mathematics and the preconceptions of some teachers of underprivileged students in Australia Other chapters explore different forms of classroom communication participation and assessment The pieces on computers state that there is still not enough research to conclude whether computers in the mathematics classrooms are supportive of or

detrimental to the learning of all students The one thing on which every author in this volume does agree is that social justice in mathematics education has still not been attained but that we must strive toward it to improve educational practices and society in general

*Dyslexia, Dyspraxia and Mathematics* Dorian Yeo, 2008-04-30 Written by a teacher with many years experience of teaching mathematics to primary school dyslexic and dyspraxic children with a wide range of abilities this book is designed to be a practical teaching guide It offers detailed guidance and specific teaching suggestions to all specialist teachers support teachers classroom teachers and parents who either directly teach mathematics to dyslexic and dyspraxic children or who support the mathematics teaching programmes of dyslexic or dyspraxic children Although the book has grown out of teaching experience it is also informed by widely acknowledged contemporary and international research which explores the cognitive aspects of learning mathematics and tries to understand why it is that some children fail to learn mathematics Many of the teaching principles described in the text have specific and quite far reaching implications The theoretical arguments should therefore also be of interest to special needs co ordinators heads of maths departments head teachers or other professionals who are responsible for designing or modifying the maths learning programmes of children with special learning and maths difficulties In more general terms the book hopes to contribute to the broad discussion of the cognitive features and educational needs of dyslexic and dyspraxic children

**Learning to Teach Mathematics in the Secondary School** Sue Johnston-Wilder, Peter Johnston-Wilder, David Pimm, 2005-01-14 Learning to Teach Mathematics in the Secondary School covers a wide range of issues in the teaching of mathematics and gives supporting activities to students to enable them to translate theory into practice Topics covered include mathematics in the National Curriculum different teaching approaches using ICT mathematics education for pupils with special needs in mathematics assessment and public examinations teaching mathematics post 16 professional development

The Teaching and Learning of Mathematics at University Level Derek Holton, 2006-04-11 This book is the final report of the ICMI study on the Teaching and Learning of Mathematics at University Level As such it is one of a number of such studies that ICMI has commissioned The other Study Volumes cover assessment in mathematics education gender equity research in mathematics education the teaching of geometry and history in mathematics education All of these Study Volumes represent a statement of the state of the art in their respective areas We hope that this is also the case for the current Study Volume The current study on university level mathematics was commissioned for essentially four reasons First universities world wide are accepting a much larger and more diverse group of students than has been the case Consequently universities have begun to adopt a role more like that of the school system and less like the elite institutions of the past As a result the educational and pedagogical issues facing universities have changed Second although university student numbers have increased significantly there has not been a corresponding increase in the number of mathematics majors Hence mathematics departments have to be more aware of their students needs in order to retain the students they have and to attract future students As part of this awareness

departments of mathematics have to take the teaching and learning of mathematics more seriously than perhaps they have in the past



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