

Developing an equitable opportunity to learn: Does withdrawing students do harm?

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Mathematics education within the schooling sector aims to provide a learning environment that enables all students to have an equitable opportunity to access the mathematics curriculum to achieve at their highest learning potential. Since 2010, Teachers within New Zealand have had an opportunity to be supported to inquire into how they can best accelerate the learning of those students who are struggling to learn mathematics at similar levels to their peers. These teachers known as *Mathematics Support Teachers*, generally withdraw selected students to provide them with a double dose of mathematics teaching and learning. here is an increasing view from the mathematics education sector, supported by both national and international research, that withdrawing students from their classroom setting often increases the learners' negative beliefs about their ability to be successful in mathematics. This roundtable discusses the initial findings from a pilot study that is investigating the impact of students' self-belief, motivation and of their achievement levels. Early findings suggest that the learning environment and the experiences within the "double dose" or additional lesson has the greatest impact on developing the students disposition of themselves as successful mathematicians. Being withdrawn from the regular mathematics classroom gave the students an opportunity to develop confidence and then enhance their positive dispositions toward mathematics. This in turn resulted in increased engagement and successful participation in their regular mathematics lessons.