Introducing RT3T™ to high school maths teachers

RT3T™-Maths provides the opportunity for students to continue with a minor variation of the metascript and metaroutine developed specifically for solving maths word problems, while enabling them to transfer the confident RT3T™ mindset, skills and culture. This adaptation is most efficient when classes have already completed the initial RT3T™ intensive coaching.

Preliminary reading. A Maths Problem Solved- With a cross-curricular approach - RTeach Institute

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PLD 1A Kaupapa with the regular RT3T-Rakau including video - whole day. This includes practice with maths word problems (not usual reading texts) and Maths Rakau.

Task and text selection. As part of their current topic, students will have done some learning earlier in the week. The word problem selected would to allow students to apply their new learning with RT3T™ at the end of that week.

Possible sources of word problems for teacher use and editing:

- Problem Solving | NZ Maths - for initial task selection and regular classes. These are organised by curriculum level and maths strands
- NZQA, CAA exemplars - some quite wordy (some no images) suit RT3T™
  - Numeracy 32406 assessment event 2 exemplar 2025
  - Numeracy 32406 assessment event 1 exemplar 2025
  - Numeracy Exemplars 2024
  - Numeracy Exemplar 2023
  - Numeracy Exemplars 2022
- Figure It Out | NZ Maths

Visiting and follow-up workshop

- Teachers, preferably in pairs, visit a classroom for an hour to see RT3T™ in action.
- Workshop discussion of implications for their teaching and for PLD.

Co-teaching, workshops as per Handbook p.14.

Notes

- RT3T™ Maths is only used when students are already fluent in RT3T™ in a literacy-based subject area.
- Maths teachers may find it more difficult to find appropriate level of difficulty of texts/problems when not running with CAA. Some teachers will need more PLD for paired and teamwork. Some may need to find articles on the benefits of teamwork/collaboration in maths classrooms.