

Transcript

Digging for the Why – Season 2

Episode 0 – What is Season 2 all about?

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Special Guest: Sam Button

Andy: 0:16 Hello and welcome to episode 0 of Season 2 of Digging for the Why, the podcast for maths teachers where we explore thoughts behind asking why. Now, episode 0, as that might suggest, is a preview episode for what we're going to try to get into in Season 2 of Digging for the Why. And I say "we" because, of course, Alison Hopper, co-host extraordinaire and my czar of all primary maths, is here. How are you, Alison?

Alison: 0:40 I'm fine, slightly overwhelmed with that introduction, Andy, but extremely happy to be here.

Andy: 0:46 Maybe we should record video these days because Alison was like, "Ooh, don't give me such titles." She is my czar of Primary, so I don't know what I would understand about Primary without Alison here. Now, we're here to talk about Season 2. We're a little bit excited about this, aren't we, Alison?

Alison: 1:00 We certainly are. We had a great season last time for Season 1, but we were a bit niche and we looked at a shared interest of Andy's and mine, which is about transition and continuity for years five to eight in the maths classroom. We really focused on that and talked about different aspects of how children make successful transitions from primary to secondary, what might hinder that progress and hinder that continuity, and spoke to some really interesting people who are very knowledgeable in that field. But for Season 2, we've decided to expand our horizons and talk a bit more in general about digging for the why with maths people from different walks of life. But still mainly around education.

Andy: 1:40 Yeah, it should be a good one. Now, all cards laid bare, we've recorded the majority of episodes already before we've done this introduction. So, we will talk a little bit about who's coming up soon, but we also have a special guest. Even though it is a little preview episode, Alison and I both work for MEI, and we recently had our staff meeting. We have a wonderful person at MEI who edits our podcasts for us, and she came up to us and just said, "Your Season two is amazing. I really like it." So, Alison and I talked yesterday and went, "We should get her on to talk about it." So her name is Sam. She is the brand design coordinator for MEI and, in her own words, is not a mathematician. However, she is forced to listen to every episode as she edits them for us. So, we thought, let's get her on and let her know her thoughts about this upcoming season, as she's already heard most of these episodes. Sam, welcome to *Digging for the Why*. Are you excited to be here?

Sam: 2:36 Yes, very much so. Thank you for inviting me on.

Andy: 2:40 Oh, it's our pleasure. It was just really nice when you came up to me, and I think you went to Alison independently as well and just said, you know, really like listening to it, as a non-

mathematician. So why do you like it, what'd you get out of listening to it when you're doing those editing things for us?

Sam: 2:54 I am someone who has always been very passionate about education. I care very much about it because of my own experiences of education. I am someone who has suffered a lot about the things that you talk about on this episode, about somebody who just generally was not good at maths and didn't thrive in an educational setting. I always thought that that was just because of who I was because I was a creative person that I learned in creative ways and that the education system wasn't really designed for me. It was designed for academic people, people who were traditionally smart. It wasn't until I listened to this season of *Digging for the Why* and I heard the same thoughts that I had about education and about my experiences with education being echoed through a lot of the people that you have interviewed this season. It made me understand that actually the problems we have or that I felt with education were felt widely by everybody. The overarching concept you have of this season, the finding out the why, it's relevant to every field in education. It's not just maths, although with this, you know, it's the team for the why, it's the maths podcast. It's framed in the context of maths, that overarching question of why you can apply that to any topic. I think that if we can start getting people to question, okay, well, why does it work this way? Students will have a much better understanding of the education they are receiving. I really think it's an important thing for people to understand that it's not always that you're not good at something. Maybe you just don't understand why it has to be done that way. If you can understand why, and if a teacher can help you to get to that point of, well, this is why we do it that way. It will hugely improve the experience you have in education.

Andy: 4:52 Absolutely. Well, we're really happy you agreed to come on. When we mentioned it, you were a little bit like, well, you're kind of the third member of the team, really. So, none of these would go out sounding like they do without Sam's help on this. So, when you're listening to this upcoming season, when you listened to last season, Sam edited all those podcasts. So, we're very grateful for everything that you do for us, Sam. We wanted you to be able to come on and say hi. Hopefully, what you just said can resonate with people. If they're listening to this, thinking, should I listen to this series? The last one was a little bit niche. I don't teach years five to eight. Well, actually, I think this one has a lot more to say about it. So, thank you for coming on. We don't want to take too long in this episode. Well, hang on before we finish; I guess we probably should say who's coming up, really? So Alison, who have we got?

Alison: 5:39 Right. Yep. So it's really exciting in no particular order, other than, I think, alphabetical by first name. For reasons of being alphabetical, I suppose. And we haven't also decided when by maths.

Andy: 5:53 So we had to use English. Yeah.

Alison: 5:55 We had to use English in this case yet. Also, we haven't quite decided which episode goes out when, but over the course of Season 2, you will hear from the likes of Alex Bellos, Ben Sparks, Catriona Agg of the Beautiful Diagrams, Charlie Strip, Ed Southall, Susan Okereke, and possibly a couple more as well and it's been brilliant. The ones we've recorded so far have been really exciting. And as Sam said, I think there's something in there for everybody. Certainly, I found myself nodding an awful lot as we've been recording and then jotting down things and thinking, yes, of course, that sums it up brilliantly. So, we'll be talking to them about their thoughts on asking why and exploring the journey they've been on with the word why. A whole host of other things as well; in fact, one of those asked us how many times we could get why into questions, but we said well, we're kind of allowed that. It's *Digging for the Why*, isn't it? That's what it's about. Yeah,

Andy: 6:55 It has been a lot of fun. We hope to find a couple more to do recordings with. We're even going to have a special bonus one that you record at the MEI conference at the end of June.

So, look out for that one as well. This will talk a bit about the Oak National Academy project. So, there's going to be a bit of information there. That'll be a good one. It was Slightly different from the normal format, but we thought it might be useful for people. So, if you're listening to this thinking, "Should I listen to Season 2?" Absolutely, yes. Please like, subscribe, and leave us a five-star review. Genuinely that last one would help us reach a bigger audience. Because the more ratings you have, the more people get to see it. We love talking about maths. We love talking about digging for the why. Hopefully, you guys enjoy listening. So, for now, it's going to be goodbye from me. Goodbye from Sam.

Sam: 7:48 Goodbye.

Andy: 7:49 Cause she's still here. There she is. And goodbye from Alison.

Alison: 7:51 Goodbye.

Andy: 7:52 Hopefully, we will talk to you all soon, and you'll enjoy listening to this season two. Thank you, guys. Bye.