

Primary Teaching for Mastery Development Work Groups

Primary teaching for mastery focused issue

Work Group Information Sheet

NCP 19-09



Overview

For Teaching for Mastery to develop from individual enthusiasms to long term, sustainable, whole-school developments there is a need to engage teachers and subject leaders in practice-based professional development activity and (together with the head teacher) consideration of leadership and management issues and the development of whole-school systems.

Work Groups are much more than a few days of CPD. The time teachers are out of school is far outweighed by the immediate benefits of adopting effective evidence-based teaching for mastery practices in their classrooms and across school. A Work Group is not a course, but a springboard for research-based pedagogical development. Because of the emphasis on school-wide change, heads should consider this an opportunity for teachers with an influence on the school's maths teaching (e.g. Maths Leads).

A key aim of this Work Group is to develop groups of schools where strong curriculum, teaching and professional development practices related to mathematics can be shared more widely across the Hub region.

Who is this for?

The participants are schools who wish to develop a teaching for mastery approach. They apply through a nationally structured recruitment process and are selected by their local Maths Hub.

What is involved?

This is part of the continuing programme to develop the teaching for mastery in mathematics in primary schools. Each hub has a group of primary TfM specialists who have taken part in the national training. Each of these specialists leads a workgroup of 6 or 7 schools in developing their approach to Teaching for Mastery.

This is a nationally agreed model where the specialists lead groups of 6/7 schools. Each school sends two teachers to half termly meetings arranged by the specialist. These meetings give opportunities for joint observation of lessons as well as collaborative planning. After each of these meetings all schools agree actions that they will take before the next meeting. Each term the specialist will visit each of the schools to support the school in its development of its action plan.

- This model of professional development, involving hands-on learning and peer-to-peer support, is evidence-based and designed to support substantial long-term change.

Intended Outcomes

Teachers will:

- develop the ability to plan effective mathematics lessons that reflect a TfM approach
- develop a teaching for mastery approach to teaching mathematics
- enhance their mathematics subject knowledge with a particular emphasis on progression within key areas of mathematics;
- gain a deep understanding of the principles and pedagogies related to teaching for mastery.
- gain an appreciation of and commitment to the importance of embedded, collaborative professional development structures in the school to support deep and sustainable professional learning and practice

The wider context

The Maths Hubs Network, across England, works on national projects by running local collaborative Work Groups of teachers around national maths education priority areas. One such priority is to the development of Teaching for Mastery in Primary Schools. The 35 Maths Hubs across England are seeking to recruit primary schools to take part in this programme of professional development.

Expectations of participants and their schools

Work Groups (sometimes known as Teacher Research Groups or TRGs) meet regularly to plan, observe and discuss teaching for mastery, and in between meetings the teachers will explore mastery approaches both in their own classrooms and across their school, as well as receiving support from their local classroom-based Mastery Specialist.

Schools release 2 teachers for 6 half day sessions across the year to visit the Primary Mastery Specialist.

Schools commit to developing a Teaching for Mastery approach across the whole school.

Head teachers commit to attending a termly meeting, led by the Teaching for Mastery Lead.

Schools commit to two years development: the first involves working closely with the Mastery Specialist, the second will be more independent

Funding

This Work Group is free of charge.

Each Work Group school receives £1000 towards release time for lead teachers and 'up to' £2000 text book match funding- linked to the recommended DFE booklist.

Who is leading the Work Group?

Each Work Group of schools is led by a Primary Mastery Specialist who has been trained nationally by NCETM. They are supported and monitored by the Maths Hub TFM lead and have access to NCETM materials and developments through online communities and webcasts.

If you're interested, what next?

Places are now available to become part of this exciting programme from September 2020.

Visit the NCETM website (www.ncetm.org.uk/masteryrecruitment) to find out more details or contact Maths Hub NW3

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