

JUNE 2020

NEWSLETTER

GREAT NORTH MATHS HUB

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Recruitment Opportunities

Welcome to the June edition of our newsletter. June has seen the educational landscape begin to change once again as schools welcome back some pupils whilst continuing to provide home learning for others.

Our updates from NCETM this month reflect this landscape and we hope they provide some support to our colleagues across the region. Also in this edition, Eleanor Baggaley writes about the positive impact on teachers from working with Maths Hubs and you find out about how to join our Secondary Teaching for Mastery programme as an advocate school.

June is always a busy month in the Great North as we begin to plan for next year and we continue to do so. Next year will be full of fantastic opportunities and we can't wait to be able to share them with you all in the coming months. June is also the month of our annual conference, a day we love as we welcome teachers from across the region to a day of professional learning, collaboration and networking.

Don't worry we are already planning next year to make up for the year away! The absence of this conference has made us think about the importance of staying connected in such strange times and so our Great North Maths Hub rainbow made by @TeamRainbowUK seems a perfect way to start this newsletter. Happy reading!

#AloneTogether



Reflections from Westminster Forum

Eleanor Baggaley

This month I had the pleasure of being asked to speak at the Westminster Education Forum: **Post-16 maths teaching in England - qualification reform, teacher recruitment and retention, and the impact of the new Ofsted inspection framework.**

I had been asked to highlight the **positive impact on teachers from working with Maths Hubs**. These are quotes from some of our participants over recent years.

"Maths Hubs have had a **huge impact on my own professional development** and the professional development of many staff and schools I have worked with. It has changed my practice and **redoubled my passion and commitment to teaching**. In short, it has transformed my teaching and given it renewed passion."

"After 13 years as a teacher, I find that continued professional development **keeps me thinking** all the time about what I could be doing differently and **motivated to improve** my teaching. Collaborative talk with other professionals, such as I have been involved with at workgroups, gives me scope to think about ideas before putting them into practice. As a consequence, I remain **enthusiastic about the job I love** despite the rapidly passing time and ever-changing circumstances!"

"I feel that my engagement with the Mastery Specialist Programme provides me with **great opportunities to develop as a teacher**. The programme has been particularly influential for me ... this **reinvigorated my enthusiasm for teaching** and has helped me to continually improve my practice."

These are just a few of the interesting points raised throughout the forum.

We all know there are issues with the current **GCSE resit** model and factors that lead up to **students struggling continuously throughout their education**. Even those who go on to A-Level can sometimes have gaps in their understanding. This was mirrored in our LLME (Local Leaders of Maths Education) meeting earlier this year when we discovered that it was common for students at each phase to have problems with understanding size. It was widely recognised that there needs to be joined-up thinking from phase to phase in order to best support students from Primary all the way through to Post-16.

Maths Hubs are in a position to support this much-needed focus; our Teaching for Mastery advocate and specialist programmes do just that. Being involved in our Teacher Research Groups enables teachers to take part in their own classroom research and implementing similar **pedagogical approaches** to encourage students to connect their learning as they progress throughout school. In addition to that, we also run a **transition Work Group** focussing on supporting students to progress most effectively from year 5 all the way through to year 8.

The second point I would like to highlight is the perceived importance of maths teachers by society and those considering joining the profession. One panel member proposed that **teachers should be recognised as professionals** who care about reading and being involved in research as well as developing themselves. All of our Work Groups not only support this but encourage teachers to actively take part in research, whether through reading or directly in their classrooms.

Whether your interest is in supporting **mathematical thinking**, addressing **challenging topics at GCSE** or investigating pedagogical teaching at **A-Level** we have a Work Group designed for you.

Finally, we discussed the fact that **Maths Anxiety is alive and kicking**. It is socially acceptable to be bad at maths. Bobby Seagull talked about parents at parents evening saying they don't have a maths brain. In order to unpick Maths Anxiety and the knock-on impact that has on whether **students choose to study towards careers in maths**, we need to address anxieties held by some teachers of the subject at different phases as well as parental and societal expectations. An element of this is the relevance of maths to individuals and ensuring they understand how and where **maths can be applied in their everyday lives both** at the stage they're at and where they perceive they will be in the future.

Naturally, the discussion around **Core Maths** came up, in fact, it formed the basis of the first panel. It is a **highly valued qualification** due to the opportunity it provides for students to develop their quantitative skills that are required for many of their other subjects post-16 and into HE as well as being highly sought after skills by employers. There is an increasing number of **Universities who are supporting Core Maths** in the offers they are giving students. It is recognised that maths teacher shortage can impact whether a school takes Core Maths but there are many models that can be considered, including the use of **teachers from other subjects**. There are many specifications available so each school or college is able to find one to support their needs and constraints. Our Core Maths Work Group supports teachers who are new to the course as well as those with more experience.

If you have an interest in being involved in any of our Work Groups join our mailing list (www.greatnorthmathshub.co.uk/join-our-mailing-list/) to be kept informed and contact Laura Greener on laura.greener@churchillcc.org to express your interest in a particular area.

Eleanor Baggaley

Opportunities with the Great North Maths Hub

Secondary Teaching for Mastery Development Work Groups (2020/21)

What is involved with being part of the Work Group?

Two teachers from each school will become 'Mastery Advocates' in their own departments and will join the Work Group. They will work closely with a Secondary Mastery Specialist to understand the principles and practices associated with teaching for mastery. They will begin to work in their own classrooms and then with teachers within their own departments to embed these principles and practices, with the support of the specialist. Work will initially begin in Key Stage 3, but it is intended that this will extend to Key Stage 4.

Work will be bespoke for each department, tailored to the needs of the teachers and their own stages of development.

How to apply

Schools interested in applying to be part of a Work Group in 2020/21 should complete the application form found here <https://www.greatnorthmathshub.co.uk/secondary-teaching-for-mastery-development-work-groups-2020-21/> and submit to laura.greener@churchillcc.org by Monday 13th July 2020.

Meet the team

This month we want to introduce you to Anna Bunce. Anna has been actively involved with the Great North Maths Hub since 2014, becoming a participant in a Teacher Research Group in 2015 and joining the leadership team in 2018. In her role as Assistant Maths Hub Lead, she has been improving maths in Northumberland by running Subject Knowledge Enhancement programmes and leading a Teacher Research Group in Berwick. Anna feels we 'never stop learning' and loves working with other schools, sharing her training and gaining so much in return from the teachers. Anna sees representations and models as an essential part of maths teaching and is a huge advocate of the bar model. She is the Maths Lead and an Associate Leader of Meadowdale Academy in Bedlington, a middle school, currently converting to a Primary.

Anna has over 20 years valuable teaching experience and is a Maths Specialist and an NCETM Accredited PD Lead. She has seen a positive change in maths over her teaching career and has been privileged to influence her school in the development of the mastery curriculum.



Most significant changes are the pupil's abilities to reason and prove their answers, meaning they are more confident mathematicians. Since school partial closures, Anna has been chosen to join a team of maths specialists, planning and delivering online lessons with NCETM. Next year, Anna is excited to be leading the Primary Readiness Programme and is really looking forward to meeting new schools and introducing them to the mastery maths' principles, in which she so passionately believes.

Updates from NCETM

NCETM podcast series continues this month and recent episodes chart teachers' experiences through the lockdown landscape. These experiences come from teachers across the phases.

Follow this link to find the most recent podcasts, or to search through the archives for other topics:
<https://www.ncetm.org.uk/resources/51240>

The NCETM's Primary video support page continues to be updated regularly. Most recently, five videos aimed directly at Reception and Year 1 children based on different Numberblocks episodes have been added to the page.

Are you looking at CPD as a department?

You might be interested in NCETM's set of videos for deeper thinking which can be found here:

<https://www.ncetm.org.uk/resources/54589>.

Each video is accompanied by a set of Powerpoint slides. The slides and videos can be worked on collaboratively to identify and think about an aspect of students' mathematical understanding.