

PD Lead Development and Accreditation Programme

Programme Details

Outline

This is a programme of three face-to-face days over the course of the year supporting institution-based work and individual study undertaken in between these days. Participants undertake to plan, lead and evaluate a professional development programme for a group of teachers during the course of the three-day programme and to record their planning, evaluation and reflection in an Accreditation Evidence Document.

Successful completion of the programme and all tasks will result in accreditation as an NCETM Accredited PD Lead. Participants will have the opportunity to pay to work with the University of Chester and gain an academic award (PG Cert) for completing an enhanced version of the programme.

What is involved?

- Three one-day workshops
- Completion of an Accreditation Evidence Document (AED, which facilitates critical reflection on your learning and the PD you design, deliver and evaluate over the year)
- Designing, leading, reviewing and refining a programme of support for maths teacher professional development, drawing upon a range of evidence-informed models and activity.

Who can apply?

This programme is for teachers of maths (all phases from Early Years to post-16) who have existing commitments and responsibility for designing, leading and evaluating maths teacher professional development, and the potential to develop further.

What is the cost?

The PD Lead Development and Accreditation Programme is fully funded by the Maths Hubs Programme so is free to participants and their schools. Funding covers provision of the three face-to-face days. Travel costs will also be funded.

Benefits

Participants and their schools will:

- Develop knowledge of models of CPD for maths teachers
- Consider the themes and issues in teaching maths, and the implications of these in supporting other teachers
- Design a professional development programme, deliver it, and evaluate it
- Develop relationships with senior leaders to support a sustainable culture of maths CPD
Increase their own subject knowledge and professional practice.

Covid Recovery

The school year 2020/21 will be substantially affected by the impact of the coronavirus outbreak. The knock-on effects on school life and teachers' working lives can't be predicted with any certainty. So, all Maths Hubs work will be flexible and adapt to changing realities. There's likely to be more live online collaboration, often including use of video, for example.

In addition, Work Group content will be adjusted to address schools' recovery from coronavirus-related disruption alongside work on the central maths subject matter.

Applications for 2020 are now closed – contact laura.greener@churchillcc.org at Great North Maths Hub for more information and details of the next recruitment window.



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Additional Information

The wider context

One of the aims of the NCETM and the Maths Hubs Programme is to provide opportunities for all practitioners of maths to benefit from high quality collaborative professional development.

This requires that there are enough people with the skills and capacity to lead, facilitate and support the professional development of others, both within and across settings.

In order to carry out their work, Maths Hubs identify, develop and support local leaders of maths education (LLME). The LLME work together as part of their Maths Hub team to support schools and colleges across their Maths Hub area.

The NCETM PD Lead Development and Accreditation (PDLDA) Programme is designed specifically to address this need.

Expectations of participants and their schools

This programme is offered for prospective PD Leads in the Early Years, primary, secondary and post-16 (A level and Core Maths) phases.

Those who participate must be teachers of maths who have existing commitments and responsibility for designing, leading and evaluating maths teacher professional development. They must also have the potential to further develop their skills and capacity to lead, facilitate and support the mathematical professional development of others both within and across schools.

The programme is as an integral part of the second year of training for Primary and Secondary Mastery Specialists. Participants must be supported by their schools to be released for any face-to-face and online workshops.

