

# Secondary Teaching for Mastery Development Work Groups 2022/23

## Information and Application

In 2022/23 all Maths Hubs are participating in a national project to develop secondary mathematics teaching for mastery. As part of this project, Secondary Mastery Specialists in each hub area will be offering support to schools interested in developing teaching for mastery approaches in maths. Qualified Specialists will work with selected teachers from two maths departments in each Work Group to enable them to develop mathematics teaching in their own schools. Maths Hubs are therefore now looking to recruit schools and their maths departments to participate in these Work Groups.

More information about secondary teaching for mastery Work Groups is available on the [NCETM website](#).

## What is the background to these Work Groups?

The secondary Teaching for Mastery Programme is now in its sixth year, and over 1400 schools have already participated. The approach is based upon successful pedagogy observed in Shanghai, but has been shaped by teachers and leaders on the programme to work effectively in schools in England.

The Secondary Mastery Specialists leading these Work Groups have spent two years reflecting on and developing their own practice as maths teachers, and as leaders of professional development.

## What is involved with being part of the Work Group?

Two teachers from each of two schools will become 'Mastery Advocates' in their own departments and will form the Work Group. They will work closely with a Secondary Mastery Specialist to understand the principles and practices associated with teaching for mastery and will begin to work in their own classrooms. When ready, and supported by the Mastery Specialist, they will work with teachers within their own departments to embed these principles and practices. 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, and tailored to the needs of the teachers and their own stages of development, but is likely to include:

- Mastery Specialists leading professional development sessions with the four Mastery Advocates (two from each school) to enable them to understand the principles and practices associated with teaching for mastery
- Mastery Specialists supporting the Advocates to enable them to run professional development sessions for their department colleagues; this could include shared planning (and possibly co-leading) of sessions, with the intention that the Advocates take the leading role in working with their departments
- Advocates observing the Secondary Mastery Specialist in the Specialist's own school
- The Mastery Specialist observing and giving feedback to Advocates – this might be of, and following, a lesson, a professional development session, a departmental meeting or a planning meeting
- Joint planning of individual lessons, sequences of lessons or longer units of work
- Mastery Specialists working alongside Advocates to support other departmental members, as appropriate
- Mastery Specialists working alongside Advocates to develop schemes of work and other departmental systems and structures to allow for a full teaching for mastery approach.

It is important to recognise that sustained change and development in maths teaching requires a long-term commitment, and the Development Work Group is the first stage of substantial support offered

by Maths Hubs. There is an expectation that schools will continue in subsequent years with Embedding and Sustaining Work Groups. Departments will continue to work internally on their own practices and systems supported by a Secondary Mastery Specialist, but in parallel with this they join a wider community of schools who are all also working on developing teaching for mastery. These wider groups offer opportunities for ongoing support, development, and practice exchange.

## Who should participate?

These Work Groups are intended to impact upon the whole department, but there will be two teachers (Mastery Advocates) nominated to lead this development work.

At least one of the Mastery Advocates from each school should be an experienced teacher with substantial responsibility in the department, and the drive and authority to lead change. This could be the Head of Department or Second in Department, the Key Stage 3 Lead or someone with a similar role.

As a minimum, the other Mastery Advocate from each school should have an interest in leading departmental change and should have substantial teaching experience. However, in exceptional circumstances, it could be a very keen Early Career Teacher, or a very committed non-specialist teacher.

## What are the benefits for participating schools?

The Work Groups provide an opportunity for your school to engage in high-quality, sustained, collaborative professional development and participate in an important national project.

The aim of these groups is to support Mastery Advocates to develop teaching for mastery in their own classroom and across their department. All members of the mathematics department will work collaboratively to begin to explore key aspects of pedagogy to determine what works well for their students.

## What are the expectations of participating schools and teachers?

Schools that wish to participate in the Work Group must commit to the following:

- The Mastery Advocates will both be released to attend a minimum of four separate half-day meetings (or equivalent) during the academic year
- The Mastery Advocates will be released to participate in school-based meetings and development activities with the Mastery Specialist. The timings of these will be agreed locally and will amount to approximately four to six days *between the two Mastery Advocate teachers* during the academic year
- The Mastery Advocates will engage in certain tasks (as planned and negotiated with the specialist) to support their ongoing professional development between each of the meetings
- The school's senior leadership will fully support the head of department and Mastery Advocates to undertake these development tasks
- The Mastery Advocates will contribute to the final reporting and evaluation of the Work Group (*Note: Feedback and comments, quoted from discussions and lesson observations, and data, qualitative or quantitative, will be anonymised before inclusion*)
- Schools will continue in subsequent years with the Embedding and Sustaining Work Groups.

## What are the costs for participation?

There is no fee or charge to participating schools to take part in this Work Group. The Maths Hub meets the cost of running the Work Group. Each department will receive £2000 to enable the Mastery Advocates to work with the Secondary Mastery Specialist and thus enable them to work within their own department.

## Who can apply?

Any state-funded secondary school with an interest in developing mathematics teaching for mastery can apply. The school should identify two teachers (Mastery Advocates) who will be best placed to innovate in their own classroom and to lead developmental work across the department.

## How to apply

Schools interested in applying to be part of a Work Group in 2022/23 should complete the application form below and submit to [laura.greener@churchillcc.org](mailto:laura.greener@churchillcc.org)

## Secondary Mathematics Teaching for Mastery Development Work Group

### Application Form

Please send completed application to [laura.greener@churchillcc.org](mailto:laura.greener@churchillcc.org)

#### School details

Name of school			
Address			
School URN		Contact telephone number	
Name of headteacher/senior leader		Email	
Name of head of department		Email	
Maths Hub (if known)			

#### Participating teacher (Mastery Advocate) details

##### Teacher 1

Name	
Email	
Teacher reference number (TRN)	
Year groups being taught in 2022/23	
Role/responsibility in the maths department	

##### Teacher 2

Name	
Email	
Teacher reference number (TRN)	
Year groups being taught in 2022/23	
Role/responsibility in the maths department	

#### Engagement with a Secondary Mastery Specialist

Has your school previously worked with a Maths Hub Mastery Specialist?	(Yes/No)
If yes, please name the Mastery Specialist and outline the nature of the work with them	

### Head of department statement

Explain briefly why the department wishes to participate in this Work Group and what it hopes will be the expected benefits and impact. Also, give details of why the two participating teachers (Mastery Advocates) have been chosen (approx. 150 words).

### Confirmation of school commitment (electronic signatures)

If chosen to participate in the Work Group, we understand and commit to the following expectations:

- The Mastery Advocates will both be released to attend a minimum of four separate half-day meetings (or equivalent) during the academic year
- The Mastery Advocates will receive a minimum of 10 (combined) days release time during the year for development work including the above meetings
- The Mastery Advocates will engage in certain tasks (as planned and negotiated with the Specialist) to support their ongoing professional development between each of the meetings.
- The head of department and senior leadership will fully support the Work Group teachers to undertake these development tasks.
- The Mastery Advocates will contribute to the final reporting and evaluation of the Work Group (*Note: Feedback and comments, quoted from discussions and lesson observations, and data, qualitative or quantitative, will be anonymised before inclusion.*)
- Our school will continue in subsequent years with the Embedding and Sustaining Work Groups.

<b>Headteacher/senior leader</b>	<i>Electronic signature</i>
<b>Head of department</b>	<i>Electronic signature</i>
<b>Mastery Advocate Teacher 1</b>	<i>Electronic signature</i>
<b>Mastery Advocate Teacher 2</b>	<i>Electronic signature</i>

(*Note: When this form is emailed to the Maths Hub, please copy in all those named above in confirmation of their electronic signature.*)