

Spring 2021



NEWSLETTER

Introduction

What a year it is turning out to be! We had hoped, coming into the 2020-21 academic year, that we would gradually begin to see the end of online delivery of events, however the ongoing pandemic has meant that we have had to continually review and adapt our Work Groups to ensure they support our schools and participants in the best way possible. We're grateful to everyone who is engaging with the Hub this year, either through leading Work Groups or participating in them. Whilst we are looking forward to some face-to-face contact soon, there have been some surprisingly positive outcomes of this year, with some Work Groups finding benefits to moving online. In this issue, on pages 2-4 we talk to Louise Elder, one of our Secondary Assistant Maths Hub Leads about how this year's Secondary Development Work Groups have moved successfully online and transformed for the future.

Don't forget to follow @minstermathshub for all updates relating to East Midlands East Maths Hub.



Updates from NCETM



'Don't try to teach everything. You can't possibly do so effectively' - Debbie Morgan, NCETM Director for Primary.

To support primary schools deciding what maths to teach for the rest of 2020/21, the NCETM have produced a series of materials for the summer term. It's all closely linked to last summer's Department for Education guidance. Please [CLICK HERE](#) to be taken to the NCETM website to find out more.

Recruitment for 2021-2022

Recruitment for the following programme is open! Click the links to find out more or **Apply NOW!**

- [Primary Mastery Specialist Programme \(Cohort 7\)](#)
- [Secondary Mastery Specialist Programme \(Cohort 6\)](#)
- [PD Lead Development and Accreditation Programme](#)

Deadline for all is Friday 28th April 2021

Keeping track of qualifications and assessment arrangements and advice in secondary maths isn't easy in any year. The [Qualifications and Curriculum Twitter account](#) features updates on everything related to the summer exam season, and is updated regularly.

GET IN TOUCH



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TRANSFORMATION OF SECONDARY DEVELOPMENT WORK GROUPS

Lessons from lockdown with Louise Elder

The Secondary Development Work Groups are run by our Secondary Mastery Specialist leads, Jai Sharma and newly appointed Louise Elder. I was able to catch up with Louise to discuss her involvement in the Maths Hub, and the way that the Secondary Development Work Groups have been adapted this year.

Louise is an experienced Maths Teacher, having taught for 16 years and worked at five schools over the course of her career. She has progressed from Lead Teacher to Head of Maths and now has her dream job as Trust Maths Lead at the Archway Learning Trust, a position she has held for the last three years. Louise works with maths departments and Heads of Department across her Trust, alongside her work for the Maths Hub. Louise started her training as a Secondary Teaching for Mastery Specialist three years ago as a Cohort 2 Secondary Specialist and is now a joint Assistant Maths Hub Lead (Secondary) alongside Jai Sharma from The Dukeries Academy. I was able to catch up with Louise, who shared her expertise and perspective on all things Maths Hub related.



Why did you want to get involved in the Maths Hub?

I'd heard of teaching for mastery and I'd experienced first hand the success from the primary programme, seeing students come to secondary with methods that I wasn't familiar with (such as bar model). I knew colleagues that were Cohort 1 specialists who spoke very highly of the programme, so I got involved and was able to join Cohort 2.

What is Mastery to you?

Teaching for mastery is teaching for understanding and putting a professional language on pedagogy and mathematics education. The language is so important to be able to share what good teachers are doing all the time and to help all teachers develop their practise informed by research.

What is the most rewarding part about being involved in the Maths Hub?

Sharing the expertise with schools, I really enjoy working with other schools and find it really interesting how other schools are engaging with teaching for mastery without really knowing they are, and that's what they are doing so putting that professional language of teaching for mastery on what they do already. Learning about what other schools do and what works in context.

Has the work you have done with the Maths Hub changed your own teaching and the way you run your department?

Definitely, working with the Maths Hub has definitely made me reflect more about professional development and what effective professional development looks like in my department; how learning something once isn't sufficient, its about keeping revisiting it and thinking about it more deeply within the classroom.

What is your background with the Secondary Development Teaching for Mastery Work Groups?

Last year was my first year working with Development Work Groups, which is really rewarding and interesting, working with other schools outside my Trust, introducing them to teaching for mastery and seeing the impact it could have in classrooms before Covid. That was really interesting, I got to see variation in the classrooms and how students responded. I spoke to the teachers that were working on a particular principle and saw how this developed their teaching and student understanding.

How has Covid-19 impacted the Work that you do?

We haven't had an opportunity to meet everybody face-to-face, our launch event was online this year, but one of the advantages of that was reduced travelling time and we invited the Heads of Maths from the departments to come along as well. It took place afterschool, which meant everybody could attend and the Heads of Maths could experience first hand what the programme was going to be like, whereas previously this would have been given through documents that have been sent or second hand from the Mastery Advocates communications. This time, with them all being together to outline the programme and the aims of the programme was really useful.

Do you think having the Heads of Maths at the launch event was beneficial?

Absolutely, because the aim of the programme is not just to develop Mastery Advocates, but to develop departmental practice and because Heads of Maths have such an important role in that, it is important that they are aware of what the programme entails in order to support their Mastery Advocates.

Do you think that the programme has impacted the way schools teach maths?

Because the teaching for mastery principals are really broad, the first year is about developing the understanding of the five big ideas of mastery, then thinking more deeply about one or two that we can embed in practice; we don't want to change everything all at once. Schools that I've worked with have appreciated the opportunity to work on one or two ideas, because it is a three year relationship (at least) that we are going to develop, there are opportunities to work on some of the other big ideas later.

Are there any other adaptations that you have had to make because the Work Group has moved online?

Yes, we have decided to hold workshops where all Mastery Advocates attend. Previously we held workshops separately, whereas this time there has been more collaboration between the Mastery Specialists on the delivery of these sessions. Where previously, the Mastery Advocates would just work with their individual Specialist. This year, whilst they still have a Specialist that they work more intensely with, they have input from the whole team which has been really useful for all those involved.

How have the adaptations that you have made this year influenced the way the Work Group is going to evolve going forward into future years?

This period has made us think about a more blended approach moving forward. Face-to-face is still needed and going into lessons is really important in the future, but actually, some of the delivery of the ideas could remain online to reduce travelling time for the participants and sharing lessons more widely with other colleagues within Mastery Advocate Departments that are interested. The workshops this year have also been attended by the Teaching for Mastery Specialists department because last year was disrupted, so they have also had the opportunity to engage in the workshops.

Do you think you are able to reach a wider audience with this new approach?

Yes definitely, because members of departments that are not Mastery Advocates can attend the workshops.

What are your next steps for the Work Group looking forward into 2021-2022?

We have decided on a blended approach to the delivery because if we are spending the time introducing the workshops online, we are able to spend more time in schools and giving bespoke support in the classroom and departments. We feel moving forward that is more time efficient and Specialists can spend more time in schools after the workshops to help the Mastery Advocates and Heads of Maths to implement the changes and look at their practice.

If you are interested in finding out more about Secondary Development Work Groups then please email us at

enquiries@ememathshub.org

or visit our website

www.ememathshub.org