

Spring 2023



# NEWSLETTER

01636 817377

@EMEMathsHub

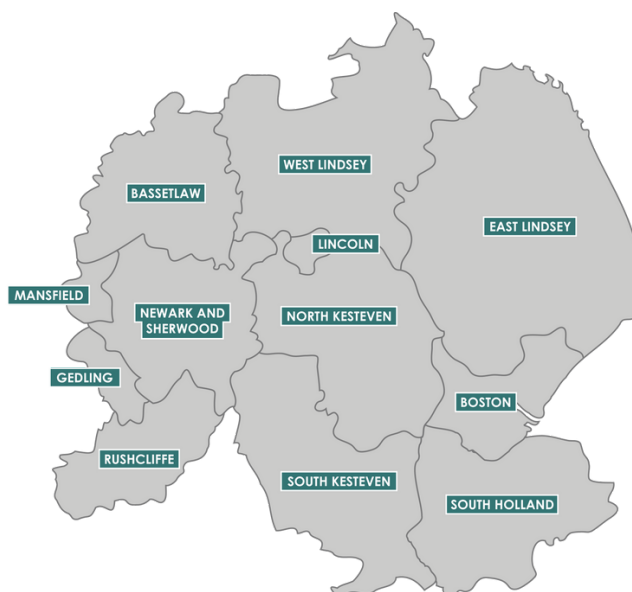
[www.ememathshub.org](http://www.ememathshub.org)

## Welcome

Welcome to East Midlands East Maths Hub. The Maths Hub, led by The Minster School (Southwell), works together with all schools and colleges across districts in:

**Lincolnshire** - West Lindsey, East Lindsey, South Holland, Boston, North Kesteven, South Kesteven and Lincoln.

**Nottinghamshire** - Mansfield, Newark and Sherwood, Bassetlaw, Gedling and Rushcliffe.



## Our Vision

"East Midlands East Maths Hub is an approachable, inclusive and supportive community which provides a research informed approach to mathematics education across all phases.

Through working collaboratively: regionally, nationally and internationally we aim to share our expertise to challenge, improve, sustain and inspire the teaching of mathematics across the region; increasing pupil participation, outcomes and engagement with mathematics."

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## Meet the Leadership Team

The Maths Hub Leadership Team is made up of Senior Leaders, Primary Teachers, Secondary Maths Teachers, P16 Maths Teachers and Administrators from across the East Midlands East region.

In each edition we will learn more about the Leadership team and their roles within their schools and the Maths Hub.



**Senior Leadership Link**  
Ben Chaloner



**Maths Hub Lead**  
Rachel West



**Project Manager**  
Amie Rowson



**Admin Assistant**  
Helen Ellis



**Admin Assistant**  
Caroline Holland



**Level 3 Assistant Lead**  
Keely Platten



**Secondary Assistant Lead**  
Louise Elder



**Secondary Assistant Lead**  
Vicci Marshall



**Secondary Assistant Lead**  
Kate Auld



**Primary Assistant Lead**  
Claire Fraser



**Primary Assistant Lead**  
Liam Bielby



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# Professional Development Opportunities

Deadline to apply: 5pm, Friday 31st March 2023

**Primary Mastery Specialist - click [HERE](#) for more information and to apply**

## Who can take part?

The Primary Mastery Specialist programme is designed to develop teachers as local leaders of mathematics education (LLME), who initially develop teaching for mastery in their own classrooms and school and then go on to lead Work Groups to support other schools or colleges and their teachers locally.

## What is involved?

The programme will require 15 days teacher release time (schools will be funded for this time) for residentials, hub-based work and in-school work. The Primary Mastery Specialist will work together to develop policies and systems, which support a teaching for mastery approach. This will include working with colleagues and the Head Teacher to develop teaching for mastery approaches using a range of professional development activities including Teacher Research Groups.

## What will you develop?

- An understanding of the principles of mastery within the context of teaching maths.
- A deep subject and pedagogical knowledge of primary maths to support teaching for mastery.
- Skills of teaching, planning and assessment in order to effectively support pupils in developing a deep and sustaining understanding (i.e. mastery) of maths.
- Professional development leadership skills to support teachers, within their own school and in other schools, to adopt a teaching for mastery approach, including Teacher Research Groups.

**Secondary Mastery Specialist - click [HERE](#) for more information and to apply**

## Who can take part?

The Secondary Mastery Specialist Programme is aimed at Secondary Maths teachers who wish to develop teaching for mastery within their own classroom, department and other schools across the region. During the programme you will receive fully funded professional development from experts, have time to develop your own expertise, and then to support others.

## What is involved?

Year one involves participating in several professional development events and focus on developing your own classroom teaching. Year two focuses on developing teaching for mastery approaches within your own department and honing your skills in leading professional development. In year three and beyond is about supporting key teachers in other local schools to develop a teaching for mastery approach within their own departments

## What are the benefits?

- The department developing a curriculum informed by a clear set of principles, policies, practices and systems which support a teaching for mastery approach.
- Teachers in the department develop a deeper understanding of the principals and pedagogies underpinning teaching for mastery.
- The growth of teachers' collaborative work, through which planning, teaching and assessment practices are developed.

All our opportunities are **fully funded** by the Maths Hub Programme and so are **free** to participants and their schools.

## Further Education Specialist - click [HERE](#) for more information and to apply

Following the success of the Primary and Secondary Mastery Specialist Programmes, Maths Hubs, working in conjunction with the NCETM, are expanding their role into the area of GCSE resit and Functional Skills maths. The first step will be to start training Mastery Specialists in this area of maths teaching—mirroring the programmes that have led to around a thousand active Primary and Secondary Mastery Specialists supporting teachers of lower age-groups. The first cohort, in this new area of teacher and school/college support, will begin their programme in 2023/24. A small pilot group will start work during the 2023 summer term.

### Who can take part?

The programme is aimed at those who teach GCSE Mathematics resit and/or Functional Skills Qualifications (FSQs) in a Further Education Establishment.

### What is involved?

Participating FE establishments will nominate a lead teacher to develop as a Mastery Specialist and follow a minimum two-year programme. During the first year, the emphasis will be on the lead teacher developing their knowledge, understanding and skills of teaching for mastery in their own establishment. Upon completion of the first year of the FE Mastery Specialist Programme, participants will join a collaborative cohort of Mastery Specialists according to their provision type.

### What will you learn?

- You will be the Lead Teacher developing your knowledge, understanding and skills of teaching for mastery in your own establishment.
- You will have the opportunity to evaluate content and inform planning for future cohorts.
- You will become a member of the Local Leaders of Mathematics Education (LLME) community within your Maths Hub.

## Professional Development Lead - click [HERE](#) for more information and to apply

### Who can take part?

The Professional Development Lead Programme is aimed at expert teachers of maths (all phases from early Years to Post-16) who have existing communities and responsibility for designing, leading and evaluation maths teacher professional development, and who will lead maths professional development beyond their institution.

### What is involved?

The PD Lead Programme is designed for participants who are working with other teachers to enhance teaching and learning of maths. Participants will design, lead, review and refine a programme of support for maths teacher professional development, drawing upon a range of evidence-informed models and activity producing a log of critical reflections of evidence.

### What will you learn?

- You will develop an understanding of effective models of maths teacher professional development
- You will critically evaluate your own professional development programme against your intended outcomes
- You will develop an understanding of the full range of potential outcomes of maths teacher professional development
- Participants in the programme you design will report a change in their subject knowledge/professional practice
- Participants will also 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.



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**School Development Lead - click [HERE](#) for more information and to apply**

#### Who can take part?

The programme is for expert leaders of maths who are leading change in maths in a school or group of schools other than their own, and will benefit those who have previous experience of developing maths leadership capacity in schools/groups of schools or who are new to the role. Normally, participants will have previously completed the NCETM PD Lead Programme.

#### What is involved?

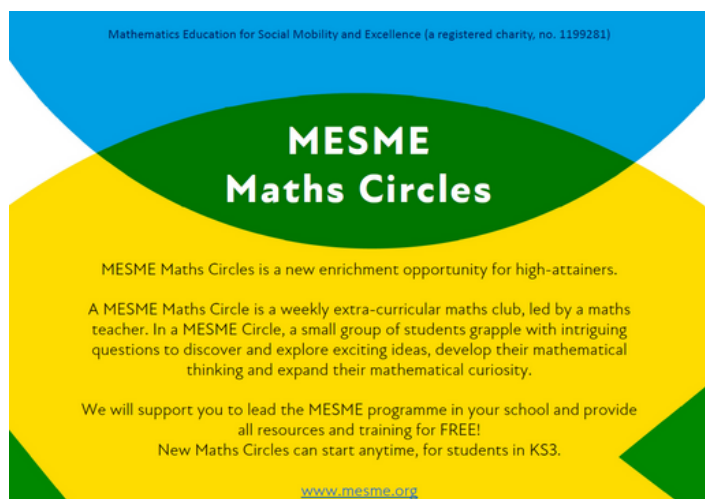
Participants will plan, lead and evaluate a school development initiative for a school or group of schools and record all planning, evaluation and reflection in an Accreditation Evidence Document.

#### What will you learn?

- You will develop your knowledge of a range of maths school development strategies and know why, when, and how to use them effectively
- You will strengthen your knowledge of the evidence base that underpins school development and change management
- You will design and lead maths development in schools, which is supported by learning and discussion in the programme
- You will increase your awareness of the skills needed by a maths school development lead and have a deeper self-awareness in relation to the role

## Mathematics Education for Social Mobility and Excellence (MESME)

New MESME Maths Circles are running in a dozen East Midlands schools this term – could your school get involved too?



Mathematics Education for Social Mobility and Excellence (a registered charity, no. 1199281)

### MESME Maths Circles

MESME Maths Circles is a new enrichment opportunity for high-attainers.

A MESME Maths Circle is a weekly extra-curricular maths club, led by a maths teacher. In a MESME Circle, a small group of students grapple with intriguing questions to discover and explore exciting ideas, develop their mathematical thinking and expand their mathematical curiosity.

We will support you to lead the MESME programme in your school and provide all resources and training for FREE!

New Maths Circles can start anytime, for students in KS3.

[www.mesme.org](http://www.mesme.org)

MESME Maths Circles involve 6-8 students who meet weekly with their mentor to grapple with intriguing maths, share the enjoyment of solving problems and learn to think and communicate like university mathematicians. We provide extra-curricular maths experience from Y7 to university for high-attaining students, prioritising those from disadvantaged backgrounds. We are offering schools all the material and training to run Maths Circles in Y7 & 8 with teachers as mentors. We are finding that this opportunity is particularly of interest to:

- schools looking to raise aspiration amongst their disadvantaged students
- schools aiming to increase numbers taking maths post-16
- schools wanting a strong maths offer as part of their enrichment programme
- departments wanting to develop teachers' skills in teaching problem-solving.

**The programme is fully funded  
at no cost to schools!**

Contact the East Midlands Regional Lead direction to  
organise a taster session or for a chat about how  
Maths Circles might work in your school!

**Gwen Tresidder - [gwen.tresidder@mesme.org](mailto:gwen.tresidder@mesme.org)**



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## Manipulatives in Secondary Teaching

The pandemic had a huge impact on the way that we could deliver lessons. One of those areas significantly impacted in Secondary Teaching for Mastery was the use of physical manipulatives. Many maths departments have double-sided counters and algebra tiles etc bought with great intentions but yet to be unpacked. Now that we head back closer to normality these sets are being dug out of cupboards, with teachers keen to 'give them a go'. There has been much talk about the effectiveness of manipulatives and there are some great articles signposted [here](#) on the NCETM website.

In many of our schools we are developing the effective use of Manipulatives to aid our students' understanding and enjoyment of mathematics.

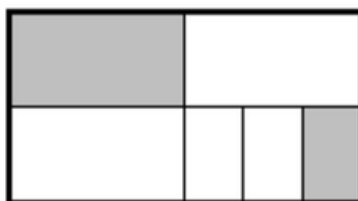


## And finally... A bit of maths!

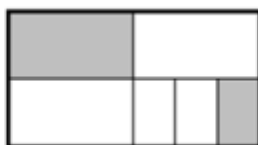
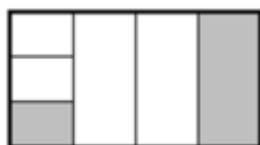
### One Problem, Many Ways!

This edition's puzzle is taken from the NCETM Secondary professional development materials. We shared this in the East Midlands East Maths Hub Local Leaders of Maths Education meeting this half term and there were some very creative responses! How many different ways can you find?

- a) What fraction of the rectangle is shaded?  
b) In how many different ways can you show this?



- c) What is the same and what is different about these diagrams?



- d) Are the fractions represented the same?



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