

SPECIALIST KNOWLEDGE FOR TEACHING MATHEMATICS - SECONDARY EARLY CAREER TEACHERS COHORT 1

This project is designed to support secondary early career teachers (teachers in their first two years of teaching) in developing specialist knowledge for teaching mathematics, thus enabling them to understand, teach and support pupils in maths in the classroom.



What are the benefits?

Participants will:

- plan and teach a carefully sequenced and coherent area of maths
- appreciate the key ideas underpinning the area of maths being taught
- understand key principles and approaches associated with teaching for mastery
- understand approaches to assess students' prior learning, so that learning sequences take this into account
- make appropriate use of representations to expose the structure of the maths being taught.

WED 3 NOV - 1.00-4.30

WED 8 DEC -1.00-4.30

TUE 1 FEB -1.00-4.30

TUE 19 APRIL - 1.00-4.30

WED 25 MAY - 1.00-4.30

**ONLINE/ FRANCES
BARDSLEY ACADEMY,
RM1 2RR**



Book Here

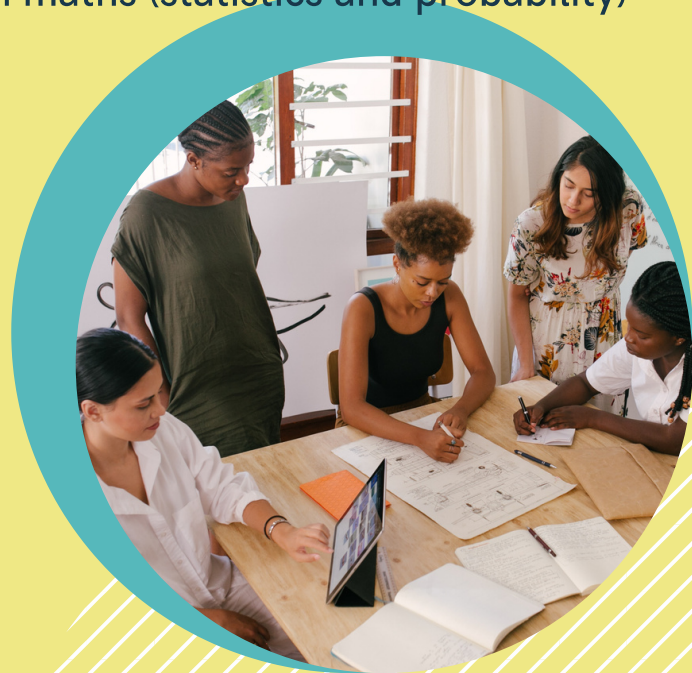
This project is funded by the Maths Hubs Programme so is free to schools

What is involved?

At a local level, Work Groups will explore one of the following themes:

- designing effective learning and teaching in maths (structure of the number system)
- designing effective learning and teaching in maths (operating on number)
- designing effective learning and teaching in maths (multiplicative reasoning)
- designing effective learning and teaching in maths (sequences and graphs)
- designing effective learning and teaching in maths (statistics and probability)
- designing effective learning and teaching in maths (geometry)

Participants will work deeply on one area of maths, drawing in the associated pedagogy, and activities will include lesson analysis and lesson design. This programme will take place across the equivalent of four days.



Who can take part?

This programme is designed for secondary early career teachers (those in their first or second year of teaching).

Expectations of participants and their schools

Participants and their schools must be able to commit to the full academic year's programme. This is likely to involve some face-to-face activity alongside online collaboration.

The wider context

'Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest... However, too often, new teachers have not enjoyed the support they need to thrive, nor have they had adequate time to devote to their professional development. The Early Career Framework (ECF) underpins an entitlement to a fully-funded, two-year package of structured training and support for early career teachers linked to the best available research evidence.' - ECF (Jan 2019)

This project aims to offer high quality maths support for early career teachers, recognising the requirements of the ECF and the impact of Covid on their ITT experience. The ECF underpins what all early career teachers should be entitled to learn about and learn how to do based on expert guidance and the best available research evidence. As is the case for other professions, areas covered in initial training will be covered in greater depth as part of induction as teachers continue their journey to becoming experts. The work in this project will be in line with this, with an emphasis on standards 2, 3 and 4.



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