

## Early Career Development Programme

Work Group Information Sheet

WRK 741911

### Overview:

Support to teachers in their early career is very often focussed on generic teaching strategies to assist with lesson delivery and managing workload in a setting with a mixture of subject areas. Schools are increasingly pushed for time and departmental time is not always available for pedagogy support to those that need it the most.

This programme would focus specifically on breaking down a scheme of work and looking at the fine progression through the topic areas – how to effectively plan a unit of work to include ample assessment opportunities, including planning for questioning.

### Who should attend?

Secondary maths NQTs and RQTs.

### What is involved?

6 x half day workshops (1 - 4pm) with 5 gap tasks – each workshop will have a topic focus.

Participants will take the topic and look at the progress from EYFS to KS3 and how to plan a unit of work effectively. The models shared will include CPA, problem solving, mathematical reasoning and a variety of assessment techniques.

Gap task – participants will be required to complete a gap task activity in their own classroom focussed on an aspect of the planning covered in the workshop.

Topics covered will be – Calculation, Fractions & Decimals, Percentages, Manipulation of basic algebra, Ratio, Area.

Dates have been confirmed as

- Thur 3<sup>rd</sup> Oct 2019
- Wed 13<sup>th</sup> Nov 2019
- Wed 15<sup>th</sup> Jan 2020
- Thu 5<sup>th</sup> Mar 2020
- Mon 4<sup>th</sup> May 2020
- Thu 25<sup>th</sup> June 2020

## Intended outcomes:

Professional Learning – teachers will

- gain an appreciation of the fine progression through a number of topics
- learn how to anticipate and plan for misconceptions in their teaching
- learn how to effectively use ICT to support planning and lesson delivery

Practice Development – teachers will

- deliver well planned lessons structured to guide the learning through the fine progressions of a topic
- be confident planning a series of lessons to include adequate problem solving and reasoning opportunities
- reconsider the expected outcomes of each lesson to include opportunities for students to become mathematical thinkers

School Policy/Approaches – teachers will

- feel more confident and able to make a positive contribution towards departmental schemes of work
- be able to share problem solving and assessment strategies with the department for broader impact on the students of their school
- have a better understanding of the need for a departmental policy on developing mathematical thinking

## Expectations of the participants and their schools:

- Schools will need to commit to the release of the same nominated teacher(s) for all six workshops and to support them in the gap tasks. This will include supporting wider staff and department engagement between each workshop.

### Funding:

There is no charge for participating in this Work Group.

### Who is leading the workgroup?

The workgroup will be lead by Lindsay Porter, NW3 Maths Hub's Secondary Lead. Lindsay is an experienced maths teacher, subject leader and NCETM PD Lead. She has worked with NW3 since 2015 leading national projects and local innovation work-streams.

## How to get involved:

If you are interested in getting involved in this workgroup, please contact

Paula Foster at [paula.foster@three-saints.org.uk](mailto:paula.foster@three-saints.org.uk) to request an EOI (expression of interest) form quoting

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