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| **NCP23-16: Secondary MAT Maths Leaders Community** | | | |
| **Phase** | Secondary | **Strategic goal** | Secondary |
| **Project year** |  | **Type** | Leadership Community |

## **NCP23-16 Project details**

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| **Why is this project needed, what does it involve and what are the common features across the intended activity?** |
| This community brings together MAT leaders of maths from across the country, providing them with bespoke professional development and the opportunity to network with others in this challenging role. This project enables participants to deepen their understanding of effective pedagogical approaches, of their wider leadership roles, and of their capacity with their colleagues to transform secondary maths teaching and learning.  Many MATs now have a designated maths lead whose role is developing the teaching and learning of maths within their trust, but often lack subject-specific support mechanisms. This programme offers carefully designed, subject-specific leadership development for those in these roles, beyond what might be offered by their MAT. Participants will work collaboratively with other MAT leaders, discuss developments, engage with expertise and research, and use this experience to inform their work across schools. This supports a key aim of the NCETM and Maths Hubs: namely, to develop successful secondary maths departments that are well led, and that provide ongoing subject professional development through collaborative working both within and between departments.  The rationale for this leadership community includes:   * establishing and maintaining a national network of peers that can facilitate the sharing of best practice, meaning that maths MAT leads can develop their understanding of approaches to leading curriculum change and professional development within and across a group of schools * the embedding and sustaining of teaching for mastery, which requires the support of leaders, including maths MAT leads.   This national programme is continuing from 2022/23, with new participants completing a bespoke programme, and existing participants continuing their work together as a community. There will be opportunities throughout the year for both new and continuing participants to work together, so that all participants can benefit from both central provision and the opportunity for practice exchange with peers. |

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| **Who are the intended participants in this project and what is the expected commitment?** |
| This project is designed for those who lead maths across multiple schools within a MAT, including at least one secondary school. This includes MAT maths leads who are continuing from previous years, and new participants. Participants are encouraged to have at least one school in a Secondary Teaching for Mastery Work Group in 2023/24, but this is not essential.  Participants are expected to commit to attending three face-to-face days across the academic year, and should be supported by their MATs to do so. They are also expected to take part in any inter-sessional learning that supports their work on the programme. In addition, there is an active and supportive online community of MAT leads on this programme; it is hoped that participants will contribute.  Participants need to be supported by their MATs to be released to attend the three national face-to-face days. They should also be supported to engage with relevant professional development activity between sessions, both to develop themselves and others. Examples of such activity might include: auditing an aspect of pedagogy or curriculum across the trust; reflection, action planning and vision-setting; working strategically with groups of leaders or teachers; working collaboratively with groups of teachers or students; delivering professional development to groups of teachers or leaders. |

**NCP23-16 Project outcomes**

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| **What are the intended outcomes of this project?** |
| **Whole school/departmental policies and approaches**  Participants and their schools’ maths subject leaders will:   * promote and develop a shared vision, culture and set of principles for effective teaching and learning in maths * develop a coherent and ambitious action plan that responds to the needs of their MAT and is focused on improving outcomes for students and the professional development needs of teachers in a sustainable way * ensure that the curriculum design is coherent and translates into schemes of work which are well established and provide pedagogical content knowledge to support for teaching for mastery across the department * ensure that there are approaches in place to support the work of all secondary departments within their MAT through continuing professional development and collaborative working. |
| **Practice development**  Participants will:   * work with subject leaders across their MAT to lead and manage maths teaching effectively and to develop teaching for mastery approaches within their own departments * develop a coherent and connected curriculum which promotes teaching for deep and sustainable understanding * develop collaborative ways of working:   + with peers to reflect on and develop their own working practice   + within and across their schools to support ongoing developments * develop as leaders of curriculum and pedagogical change in order that they can:   + support those departments implementing a teaching for mastery approach   + and/or implement a teaching for mastery approach across all the schools they have responsibility for * develop as leaders of professional development, both with teachers and teacher leaders. |
| **Professional learning**  Participants will:   * begin to develop a deep understanding of the vision, principles and pedagogy associated with teaching for mastery * have a clear understanding of the leadership and management skills required to enable them to effectively promote and develop principled teaching approaches within their schools * understand the principles and practices behind the creation of a coherent and connected curriculum which promotes teaching for deep and connected understanding * understand the benefits of collaborative professional development for sustained development of professional knowledge and practice:   + for themselves   + within a department   + across groups of schools * develop an understanding of effective models of maths teacher professional development, the rationale for using them, and the evidence that supports them through a review of international evidence. |
| **Community Culture**  MAT maths leads:   * have opportunities to work collaboratively with their peers * report that they value the opportunity to connect with their community and build wider professional relationships * have their thinking constructively challenged and develop new ideas, including through critical engagement with research and other literature * through engaging with peers, gain confidence in articulating their vision for maths to both middle and senior leaders, including developing objective criticality towards educational initiatives * demonstrate evidence of an ongoing learning culture when they gather. |

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| **How have previous participants/schools benefitted from taking part in this project?** |
| **Comments from previous participants**   * “Being able to speak with other people who are doing a similar job has been really supportive and helped me to formulate a direction for my role as a MAT lead.” * “(I) feel more empowered to have the conversations necessary with those higher up the chain so that specific time and focus is given to the subject needs as I am more widely aware of what goes on elsewhere.” * “It has allowed me to go back to my executive head with evidence and ask for things such as designated time where the trust comes together for CPD. The fact I could go back and show him what we are not doing but should be doing has meant that more time is being given to us. I also launched a network meeting which is open to all secondary schools in the trust plus other schools in the area where we can meet and share good practice. Whilst this is on a bigger scale, it is another opportunity where my HoDs can come together and develop their knowledge and take ideas back to their team.” * “[We are] more involved with the Maths Hub at an individual and departmental level.” * “Absolutely loads [of new knowledge and understanding]! Love the resources that are shared and have taken many back to my schools. I really like hearing what is successful in other MATs and using that to adapt my plans moving forward. I have a better understanding not just of mastery but of how to get teachers to think about mastery within their planning and CPD.” * “A focus on developing other leaders has been really beneficial for me. I have come into the role based on being a successful HOD, but don't feel I was professionally ready to support colleagues who are leaders and who I currently worked alongside. A key learning point has been focusing on how I need to coach and develop others whilst using their expertise rather than trying to develop by myself. Learning from others how they have made this step has been really beneficial.” |