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| **NCP23-12: Secondary Teaching for Mastery Development Work Groups** | | | |
| **Phase** | Secondary | **Strategic goal** | Secondary |
| **Project year** | 6 | **Type** | Work Group |
| **Project codes** | NCP23-12 (Secondary TfM Development Work Groups) | | |

## **NCP23-12 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?** |
| The focus of this Work Group is for the Mastery Advocates to gain a deep understanding of teaching for mastery, and for them to try out approaches in their own classrooms. Two teachers from each of the Work Group schools will become ‘Mastery Advocates’ within their own departments. They will work closely with a Secondary Mastery Specialist to understand the principles and practices associated with teaching for mastery set out in the NCETM’s [Essence of Mathematics Teaching for Mastery](https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/the-essence-of-mathematics-teaching-for-mastery/). They will be encouraged to develop their own classroom practices in line with these principles.  This is a bespoke programme of support, with the Work Group Lead (Mastery Specialist) spending most of their time working alongside and supporting the Advocates. Over an extended time frame, the progression should be from supporting Advocates to develop their own classroom practice, then enabling the Advocates to work with their colleagues, and finally developing their department’s structures and systems. The amount of time and support devoted to each of these elements will vary from school to school.  The 10 days of support will include a mixture of:   * working directly with the four Advocates as a group (2 – 4 days)\* * working with school A, alongside the relevant Advocates (3 – 4 days) * working with school B, alongside the relevant Advocates (3 – 4 days)   Work is likely to include:   * the Mastery Specialist leading PD sessions with the four Mastery Advocates to enable them to understand the principles and practices associated with teaching for mastery\* * Advocates observing the Mastery Specialist in the specialist’s own school * the Mastery Specialist working alongside Advocates (and possibly other members of the department) to jointly plan individual lessons, sequences of lessons or longer units of work * the Mastery Specialist observing and giving feedback to Advocates following a lesson * the Mastery Specialist supporting the Advocates to enable them to lead PD sessions for their departmental colleagues; this could include shared planning (and possibly co-leading) of sessions, but the intention is for the Advocates to take the leading role in working with their departments * the Mastery Specialist working alongside the Advocates to support and develop other departmental members’ teaching as appropriate * the Mastery Specialist working alongside Advocates to develop schemes of work and other departmental systems and structures to allow for a full teaching for mastery approach.   \*[*this should be between 2 and 4 days of Mastery Advocate time, depending on the prior knowledge of the Mastery Advocates and their prior experience of teaching for mastery*] |

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| **Who are the intended participants in this project and what is the expected commitment?** |
| Secondary schools and maths departments that want to introduce and develop teaching for mastery can join the Work Group and should nominate two teachers as Mastery Advocates.  All maths teachers, from ECTs to heads of department, can be nominated as Mastery Advocates. At least one of the Mastery Advocates from each school should be an experienced teacher with substantial responsibility within the department and the authority to make change happen. All Mastery Advocates should have a passion for developing teaching and an enthusiasm to work with their departmental colleagues to instigate change.  Mastery Advocates need the full support of the head of department and headteacher, and mechanisms must be in place to enable department-wide development and change to happen. In singing up to this Work Group, schools should appreciate that they have joined a long-term programme and development will be a gradual process.  **To apply please complete the form linked below:**  <https://forms.office.com/Pages/ResponsePage.aspx?id=lUVmEPIfGE2U9SflCX2T_TqgQ0FYWhJFvgqqlK8wHypUQzJSWUFUWlFKTEM2SDVEMkxZTzZHT0lYOS4u> |

## **NCP23-12 Project outcomes**

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| **What are the intended outcomes of this project?** |
| **Student outcomes**  In some of the classes of the Mastery Advocates, students will:   * develop a deep, secure and connected understanding of the maths they are learning * achieve both conceptual understanding and procedural fluency * think, reason and discuss their maths in order to deepen their understanding * have a positive attitude to maths. |
| **Whole school/departmental policies and approaches**  Mastery Advocates will work with their school/subject leaders to begin to develop:   * a common vision, culture and set of principles which align with those in the NCETM’s Essence of Mathematics Teaching for Mastery * teaching for mastery approaches within their own classrooms * an understanding of the leadership and management support required to enable them to effectively develop teaching for mastery approaches across the department. |
| **Practice development**  Mastery Advocates will:   * develop classroom practices aligned to those in the NCETM’s Essence of Mathematics Teaching for Mastery.   Mastery Advocates (with the support of subject leaders) will:   * begin to support the teachers in their department in developing these approaches in their practice. |
| **Professional learning**  Mastery Advocates will:   * have a deep understanding of the practices aligned to those in the NCETM’s Essence of Mathematics Teaching for Mastery.   Subject leaders and some teachers will:   * begin to develop an understanding of the practices aligned to those in the NCETM’s Essence of Mathematics Teaching for Mastery. |

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| **How have previous participants/schools benefitted from taking part in this project?** |
| **2021/22 Participant survey responses**  This project enables participants to explore effective pedagogy and make changes: 96% of survey respondents in 2020/21 indicated agreement with the statement “as a result of participating in the Work Group, I have changed something in my professional practice”.  This project impacts on the way teachers plan their time to teach concepts in depth and to take control of professional decision making. Mastery Advocates made comments such as “I can’t imagine teaching any other way. For example, I can’t imagine teaching fractions in only four lessons” and “[the department] is now looking at moving from a two-year scheme of work to a three-year scheme so that ideas can be explored in more depth”. |