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| **NCP23-27: Specialist Knowledge for Teaching Mathematics (Primary Teaching Assistants) Programmes** |
| **Phase** | Primary | **Strategic goal** | Primary |
| **Project year** | 5 | **Type** | SKTM Programme |

## **NCP23-27 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?** |
| It has long been recognised that maths teaching is enhanced when the teachers are confident about the subject matter. Shulman (1986) and Ball (2008) identified *specialist knowledge* that teachers of maths uniquely need. We view specialist knowledge as a blend of subject knowledge and pedagogical knowledge. This programme supports primary teaching assistants who are supporting maths to develop specialist knowledge for teaching maths, to build on the primary maths National Curriculum, and to develop distinct pedagogical decision-making which will impact on their practice when supporting maths. The programme is aligned with an overall Teaching for Mastery Programme designed to develop maths teaching in schools, and would be highly appropriate for teaching assistants working in a school that is actively committed to the Teaching for Mastery Programme. This successful programme is now in its fifth year. The Primary Teaching Assistants SKTM Programme consists of the equivalent of 4 days, spread out over a minimum of 2 terms, to allow participants time to develop practice and evaluate the impact of adaptations made. Professional learning and practice development continue throughout the period of the programme, with participants implementing new ideas into their daily practice.  |

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| **Who are the intended participants in this project and what is the expected commitment?** |
| These programmes are designed for primary teaching assistants who are supporting maths, and who would like to develop their specialist knowledge for teaching maths. This may be particularly relevant for new TAs or TAs that have not received maths-specific training.The programme will be run over the equivalent of 4 days where there will be 4 core modules. In addition to attendance at these sessions, participants will be asked to carry out follow up tasks back in their schools to enable practice transfer to the classroom. |

## **NCP23-27 Project outcomes**

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| **What are the intended outcomes of this project?** |
| **Pupil outcomes**Pupils will: * use appropriate representations to support their mathematical work
* be able to explain their maths and their mathematical thinking using appropriate language
* positively engage with maths that challenges them.
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| **Practice development**Participants will: * explore and increase their use of a range of pedagogic approaches consistent with teaching for mastery
* increase their confidence in supporting pupils in mastering mathematical concepts.
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| **Professional learning**Participants will: * enhance their maths subject knowledge with an emphasis on the key concepts, the representations and the language used to help pupils develop the mathematical area covered (e.g. number sense, additive reasoning, multiplicative reasoning, fractions, spatial reasoning)
* identify common misconceptions and ways of addressing these to help pupils master important concepts
* identify pedagogical approaches that will enhance teaching and learning and know how to use these to support pupils in understanding maths
* develop an understanding of key principles and approaches associated with teaching for mastery.
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| **How have previous participants/schools benefitted from taking part in this project?** |
| Participants in this programme, in previous years, acknowledge that, as a result of their engagement, they have changed their practice when supporting pupils in maths. This was evident in field visits where participants were seen to make adaptations according to the specific needs of the pupils they were working with.Pupils who were supported by participants in this programme were noted to have a more positive attitude towards maths.  |