

#mathscpdchat 9 July 2019

What advice would you give to a teacher who is about to become the Mathematics Lead in their school?

Hosted by [Martyn Yeo](#)

*This is a brief summary of the discussion – to see all the tweets, follow the hashtag **#mathscpdchat** in Twitter*



#mathscpdchat
TONIGHT - Tuesday, 9 July, 7-8pm

*"When the best leader's work is done
the people say,
'We did it ourselves!'"
Lao Tzu (Chinese philosopher)*

**What advice would you give
to a teacher who is about to become
the Mathematics Lead in their school?**

Hosted by Martyn Yeo @martynyeouk
ncetm.org.uk/mathscpdchat

Some of the areas where discussion focussed were:

- opportunities for one teacher to advise another teacher (who is about to become a maths lead) when the teachers work in the same school ... **when a current maths lead is advising a teacher who is about to take-over her role** she might give 'a run down on the current state of things' and describe what she sees as priorities for future 'development';
- new maths leads **being careful about what they 'take from' the existing learning improvement plans for mathematics** in the school ... planning for the future ...

getting to know their teachers' strengths and needs, and using that knowledge to guide their planning for the future ... **focussing on people's strengths**;

- that it is advisable for a new mathematics lead to get to **see as much as possible, as soon as possible, of the current maths teaching in the school**, partly in order to help to identify teachers' strengths and weaknesses, and so to prioritise development objectives;
- **valuing the ideas and work of other teachers** in the school, building on them, and **having a vision** of what the state of the maths teaching and learning in the school could become in (say) three years time;
- that **the 'real data' about pupils' learning is in the pupils' work** ... making time to look at pupils' written work, and to talk to pupils, in order to see what they are/have-been doing;
- identifying the **subject-knowledge needs of teachers**, and supporting them in addressing them;
- establishing an atmosphere in which teachers are welcomed into each-other's lessons, **so that teachers become more able to share and discuss their practice**;
- **the value of teachers doing maths together as a team**;
- knowing what is in **the new Ofsted framework** that applies to the maths teaching and learning in the school (link provided below) ... having an image of what you want to achieve, and then giving others opportunities to comment on, and contribute to adjustment of, that image;
- **leading by example** ... 'when others see the value of what you do, they will want in';
- **establishing supportive links with maths leads in nearby schools** ... talking with other people in the same role, sharing what you are doing, how you are doing it, and what it achieves ... getting to know what the **nearest maths hub** is doing and has to offer;
- that schools are different, but that there are some **effective strategies that apply to maths leadership in any school** ... for example, developing an excellent scheme of work;
- that it is important to be aware of **what is happening nationally in mathematics education**;
- directing a new maths lead to **online sources of support and inspiration**;
- **professional development courses that are on offer for new mathematics leads** in both primary and secondary schools (links provided below).

In what follows, click on any screenshot-of-a-tweet to go to that actual tweet on Twitter.

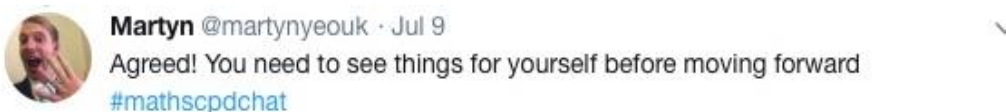
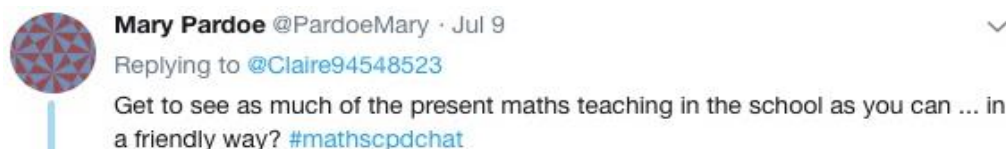
This is part of a 'conversation' of tweets, about developing a vision of how you want the maths teaching and learning to develop, by everyone in your team, including you, visiting each others' lessons, sharing and discussing what you are doing, and establishing productive contacts with teachers in nearby schools. The conversation was generated by this tweet from [Claire](#):



including these from [Heather Scott](#) and [Martyn Yeo](#):



these from [Martyn Yeo](#) and [Mary Pardoe](#):



and these from [Jenny Flavell](#) and [Martyn Yeo](#):





Jenny Flavell @jennyflavs · Jul 9

Yes. Some people were not convinced initially that mastery would work. However, all staff are now seeing the benefits and results have improved. I was/am completely open to people coming to see my lessons and now many staff are sharing good practice too. Really proud 😊

and these from [Mary Pardoe](#) and [Martyn Yeo](#):



Mary Pardoe @PardoeMary · Jul 9

Replying to @Claire94548523

It may be good to establish supportive links with maths leads in nearby primary schools ... what is your relationship with your nearest maths hub? It's good to talk with other people in the same role! #mathscpdchat



Martyn @martynyeouk · Jul 9

Definitely, it is great to meet like minded people! #mathscpdchat

(to read the discussion-sequence generated by any tweet look at the 'replies' to that tweet)

Among the links shared was:

[Education inspection framework:overview of research](#) which are papers (updated 2 July 2019) that present the research evidence underpinning Ofsted's proposed education inspection framework. It was shared by [Martyn Yeo](#)

[Gateway Alliance](#) which is a school company created and led by a group of primary schools and academies from across Warwickshire. They are primary school specialists who work together to provide evidence-informed professional development and support for teachers in order to improve outcomes for children. It was shared by [Martyn Yeo](#)

[TMMathsIcons Launch](#) which is a blog written by Kathryn Darwin about the TMMathsIcons free weekend maths-teaching-specific quality CPD events that she plans. The presenters at these 'TeachMeet' style events are all currently teaching mathematics in schools. It was shared by [Martyn Yeo](#)

[Subject Leader Development](#) is CPD provided by [MEI](#), designed for teachers wishing to develop their approach to maths subject leading in a primary setting. It was shared by [Mary Pardoe](#)

[Head of Mathematics](#) which is a sustained professional development course provided by MEI that is suitable for any new or aspiring Head of Mathematics in a secondary school who

wishes to reflect upon this demanding role and learn strategies to increase their own effectiveness. It was shared by [Mary Pardoe](#)

[New and aspiring leaders of mathematics](#) which is intensive CPD provided by the National STEM Learning Centre at the University of York designed for teachers looking to lead a mathematics department in a secondary school. It was shared by [Mary Pardoe](#)

[Help! How do I lead primary mathematics?](#) which is CPD provided by the National STEM Learning Centre at the University of York. It is aimed at primary teachers who are new to the role of mathematics subject leader. It was shared by [Mary Pardoe](#)