

Early Years

Information Sheet

NCP18-07



Overview

The focus for Early Years (EY) work has progressed to support practitioners at each stage of their development:

- For practitioners who are new to EY, or with limited EY maths experience and training, there is a project that explores key concepts in early mathematical development and effective pedagogies that support EY mathematics learning, namely in the area of number composition.
- For experienced EY practitioners (3+ years) or those involved in the EY workgroup last year, looking to develop aspects of their practice, there is a focused project that will enhance practice in the area of mathematical communication in EY maths. These projects will enable participants to review practice, consider current research and develop their leadership capacity.

Who is this for?

All Early Years practitioners (Nurseries and/or Reception, including those who participated in the EY Work Group in 2017-18. Please see above for the most appropriate workgroup for your experience.

What is involved?

- For new EY practitioners 3 days of workshops, for experienced EY practitioners 2½ days, with other practitioners on the programme
- setting-based work including both independent and collaborative gap tasks and evaluation
- Online discussion as part of a professional community
- Support and mentoring from Work Group Lead
- In addition, for experienced practitioners independent research

Intended Outcomes

New practitioners and those with limited experience will increase their own subject knowledge and develop effective pedagogies around EY maths teaching that ensures children are prepared for the mastery curriculum and pedagogy in Year 1. Through understanding the principles and pedagogies of EY best practice, practitioners will be able to provide children with access to deep mathematical understanding. They will also have opportunities to collaborate with their peers

More experienced practitioners will increase their knowledge base, engage with research, analyse their own practice and collaborate with peers. There is an expectation as part of the project that they share their new knowledge and approaches with colleagues and senior leaders and involve them in their research to ensure sustainability in future practice. For both groups the overall aim is to increase levels of children's engagement and confidence in maths and teacher and leader's confidence in EY maths specific pedagogy.

Funding

There is no charge for teachers and schools to take part in this Work Group. All costs are met by Maths Hub funds. Cover and travel expenses will need to be funded by each school as necessary.

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The wider context

Collectively, the network of Maths Hubs across England work on projects around national maths education priority areas. One of those requires Maths Hubs to provide high quality training in EY maths in order to improve children's understanding of maths at a young age, with a particular focus on practitioners' subject knowledge. Each Hub participating in a national project runs a local Work Group, where teachers come together over a period of time to work on areas defined by the project. All Work Groups are subject to a common evaluation process, which collectively provides a body of evidence on the project's outcomes. So, your participation in this Work Group will contribute to your own professional learning, and that of your school colleagues, as well as making a contribution to the improvement of maths education at a national level. This Work Group extends work started in the 2017-2018 national project of the same name.

Expectations of participants and their settings

Applicants wishing to explore key concepts in early mathematical development do not need any previous experience. Participants in this Work Group will be expected to attend the following face to face sessions, to be held at Okehampton Primary School, Okehampton on:

Thursday 15th November

Wednesday 13th February

Wednesday 19th June

In addition, there will be two half day collaborative sessions with a colleague from the group, in school, during the second half of the Spring and first half of the summer term

Participants are expected to contribute case studies to the work group evaluation, based on aspects of practice developed throughout the project.

Applicants wishing to participate in the Work Group developing research-based practice in mathematical communication should have 3+ years' experience in an EY setting or have been a participant in the workgroup started last year. Participants in this Work Group will be expected to attend the following face to face sessions, to be held at Pinhoe Primary School, Exeter on:

Wednesday 28th November

Wednesday 6th March

Tuesday 21st May

In addition, there will be one and a half days collaborative sessions with a colleague from the group, in school, during the second half of the Spring and first half of the summer term.

Participants are expected to contribute case studies of mathematical communication to the work group evaluation and share their research as part of a TeachMeet, as part of the final session, to other EY colleagues outside the project. There is also an expectation for them to involve colleagues and senior leaders beyond their classroom to share their research and pedagogy, to ensure sustainability in future practice.

Who is leading the Work Group?

Helena Palmer (NCETM Professional Development Lead) and Julie Edwards (EYFS). Both have extensive experience of working in EYFS and school to school improvement. They have contributed to numerous national action-based research projects in both areas of expertise.

If you're interested, what next?

Please apply by completing the Expression of Interest form by clicking [HERE](#).

Please contact Helena Palmer hpalmer@lapsw.org for any further information.