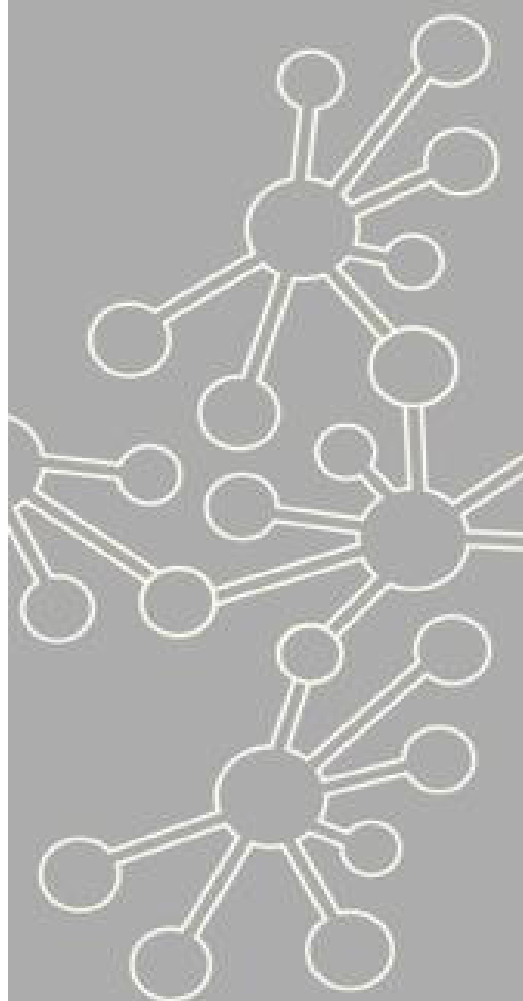


Early Career Primary Teachers

Specialist Knowledge
for the Teaching of
Mathematics programme

NCP24-28a



Fully funded by the Maths Hubs
Programme so is free to participating
schools.

[Apply Here](#)

Outline

This programme is designed to support the children in early career primary teachers' classes to engage in additive and multiplicative reasoning. The programme supports the teachers (in their second/third/fourth year of teaching) to notice children's understanding and misunderstandings and use this assessment information to plan and teach.

Details

What is involved?

The model for this programme is a series of PD workshops with in-school work between these sessions.

Participants will be supported to:

- Assess their focus children and use these assessments to plan and teach additive and multiplicative reasoning.
- Analyse teaching episodes to support the identification of mathematical and pedagogical teaching decisions
- Make carefully considered changes to their practice
- Observe and analyse the impact of these changes on learners (in particular, focus learners)
- Reflect on the implications, share thinking and findings

What are the benefits?

Participants will:

- ✓ Actively explore the research question 'How can we support learners to engage in additive and multiplicative reasoning?'
- ✓ Understand key elements of additive and multiplicative reasoning and how this understanding can be supported by attending to the connective model (symbols/images/language/context)
- ✓ Review their practice as a result of the sessions and make specific adaptations to have an impact on pupil outcomes.
- ✓ Increase subject knowledge around addition, subtraction, multiplication and division,

The wider context

Additive reasoning and multiplication reasoning is more than being able to calculate accurately. Learning and teaching addition, subtraction, multiplication and division can focus on understanding, thinking and reasoning and using all of these to solve familiar and unfamiliar problems.

Expectations of participants and their schools

Schools must be able to commit to the full programme. This involves a total of six sessions as well as classroom and school-based activity. The sessions include interaction as a group; collaborative planning of teaching sessions in pairs or trios; teaching of planned sessions with groups of focus learners; showing clips of their children that have been filmed and sharing reflections. Participants should also be supported by their school leadership to explore outcomes from the project with their mentor and/or maths subject leader. The mentors/subject leaders are invited to the launch and to the end of the final session (4-5pm).

Workshop details

All the sessions are online, led by Stefanie Burke

- Launch – Wednesday 7th January 3.30 – 5.00 pm (+mentor)
- Workshop 1 – Wednesday 21st January 1.30 – 5.00 pm
- Workshop 2 – Wednesday 25th February 1.30 – 5.00 pm
- Workshop 3 – Wednesday 18th March 1.30 – 5.00 pm
- Workshop 4 – Wednesday 22nd April 1.30 – 5.00 pm
- Workshop 5 – Wednesday 20th May 1.30 – 5.00 pm (+mentor 4 -5 pm)