

Secondary Teaching for Mastery Work Groups 2021/22

Information and Expression of Interest

In 2021/22, all Maths Hubs are participating in a Network Collaborative Project addressing secondary mathematics teaching for mastery. As part of this project, Secondary Mastery Specialists in each hub area will be offering support to schools interested in developing teaching for mastery approaches in their maths departments. Each specialist who has completed the second year of their support and development programme will work with two departments. Maths Hubs are therefore now looking to recruit schools and their maths departments to participate in this exciting and innovative project as members of these Work Groups.

More information about secondary teaching for mastery Work Groups is available on the [NCETM website](#).

What is the background to these Work Groups?

In 2015/16, each Maths Hub identified a lead secondary school to participate in a China-England exchange, with teachers from these schools visiting Shanghai before hosting Shanghai teachers later in the year. The lead schools have continued to explore key lessons for developing teaching for mastery in secondary schools.

In summer 2016, Maths Hubs and the NCETM decided to build upon the successful Primary Mastery Specialist programme and develop a cohort of Secondary Mastery Specialists. Each Maths Hub recruited up to four teachers for the programme. In 2020/21, this cohort (Cohort 1) of some 100+ Secondary Mastery Specialists, after four years of working intensively on their own practice and developing their own department, entered the third year of their programme. They have each been working with teachers from two departments throughout this year in a Work Group. In 2021/22 Mastery Specialists from Cohorts 1 to 4 will be available to work with teachers from schools in a Work Group.

What is involved with being part of the Work Group?

Two teachers from each of two schools will become 'Mastery Advocates' in their own departments and will form the Work Group. They will work closely with a Secondary Mastery Specialist to understand the principles and practices associated with teaching for mastery and will begin to work in their own classrooms and then with teachers within their own departments to embed these principles and practices with the support of the specialist. Work will initially begin in Key Stage 3, but it is intended that this will extend to Key Stage 4.

Work will be bespoke for each department, tailored to the needs of the teachers and their own stages of development, but is likely to include:

- Mastery Specialists leading professional development sessions with the four Mastery Advocates (two from each school) to enable them to understand the principles and practices associated with teaching for mastery
- Mastery Specialists supporting the Advocates to enable them to run professional development sessions for their department colleagues; this could include shared planning (and possibly co-leading) of sessions, with the intention that the Advocates take the leading role in working with their departments
- Advocates observing the secondary Mastery Specialist in the Specialist's own school
- The Mastery Specialist observing and giving feedback to Advocates – this might be of, and following, a lesson, a professional development session, a departmental meeting or a planning meeting
- Joint planning of individual lessons, sequences of lessons or longer units of work
- Mastery Specialists working alongside Advocates to support other departmental members, as appropriate
- Mastery Specialists working alongside Advocates to develop schemes of work and other departmental systems and structures to allow for a full teaching for mastery approach.

One of the Mastery Advocates from each school should be an experienced teacher with substantial responsibility in the department, and the drive and authority to lead change. This could be the Head of Department or Second in Department, the Key Stage 3 Lead or someone with a similar role.

The other Mastery Advocate from each school should have an interest in leading departmental developments and ideally would have substantial teaching experience, but in some circumstances could be a very keen, recently qualified teacher or a very committed non-specialist teacher.

What are the benefits for participating schools?

The Work Groups provide an opportunity for your school to engage in high-quality, sustained, collaborative professional development and participate in an important national project. The aim of these groups is to support participating teachers in developing teaching for mastery in their own classroom and across their department and to support the setting up of Teacher Research Groups (TRGs) in the participant schools. (Teacher Research Groups will comprise several or all members of the mathematics department and will typically explore aspects of pedagogy to determine what works well for them). As this Work Group is still in a development phase, it will also be important to learn lessons about the design and planning of TRG activities so that the processes can be refined for future use.

What are the expectations of participating schools and teachers?

Schools that wish to participate in the Work Group must commit to the following:

- The Work Group teachers will both be released to attend a minimum of four separate half-day meetings during the year (September 2021 to July 2022)
- The Work Group teachers will be released to participate in in-school meetings and development activities with the Mastery Specialist. The timings of these will be agreed locally and will amount to approximately four to six days between the two teachers during the academic year
- The Work Group teachers will engage in certain tasks (as planned and negotiated with the specialist) to support their ongoing professional development between each of the meetings
- The school's senior leadership will fully support the Head of Department and Work Group teachers to undertake these development tasks
- The Work Group teachers will contribute to the final reporting and evaluation of the Work Group. (Note: Feedback and comments, quoted from discussions and lesson observations, and data, qualitative or quantitative, will be anonymised before inclusion).

What are the costs for participation?

There is no fee or charge to participating schools to take part in this Work Group. The Maths Hub meets the cost of running the Work Group. Each department will receive £2000 to enable the Mastery Advocates to work with the Secondary Mastery Specialist and thus enable them to work within their own department.

Who can apply?

Any state-funded secondary school with an interest in developing mathematics teaching for mastery can apply. The school should identify two teachers (Mastery Advocates) who will be best placed to innovate in their own classroom and to lead developmental work across the department.

How to apply

Schools interested in applying to be part of a Work Group in 2021/22 should complete the Expression of Interest form below and submit to their Maths Hub by the Hub's preferred date

(Contact your hub to find the relevant date; details of the Maths Hubs are given in the appendix.) Maths Hub staff will then make contact with more details about their selection process.

Secondary Mathematics Teaching for Mastery Work Group Expression of Interest Form

Please complete and return to Jo Newman- jmn@balcarras.gloucs.sch.uk by Friday 27 May 2021)

Name of school			
Address			
School URN		Contact telephone number	
Name of headteacher/senior leader		Email	
Teacher reference number (TRN)			
Name of head of department		Email	
Teacher reference number (TRN)			
Maths Hub (if known)	GLOW		

Participating teacher (Mastery Advocate) details

Teacher 1

Name	
Email	
Teacher reference number (TRN)	
Year groups being taught in 2021/22	
Role/responsibility in the maths department	

Teacher 2

Name	
Email	
Teacher reference number (TRN)	
Year groups being taught in 2021/22	
Role/responsibility in the maths department	

Engagement with a Secondary Mastery Specialist

Has your school worked with a Maths Hub Mastery Specialist?	(Yes/No)
If yes, please name the Mastery Specialist and outline the nature of the work with them	

Head of department statement

Explain briefly why the department wishes to participate in this Work Group and what it hopes will be the expected benefits and impact. Also, give details of why the two participating teachers (Mastery Advocates) have been chosen (approx. 150 words).

Confirmation of school commitment (electronic signatures)

If chosen to participate in the Work Group, we understand and commit to the following expectations:

- The Work Group teachers will both be released to attend a minimum of four separate half-day meetings during the year (September 2021 to July 2022).
- The Mastery Advocates will receive a minimum of 10 (combined) days release time during the year for development work including the above meetings
- The Work Group teachers will engage in certain tasks (as planned and negotiated with the Specialist) to support their ongoing professional development between each of the meetings.
- The head of department and senior leadership will fully support the Work Group teachers to undertake these development tasks.
- The Work Group teachers will contribute to the final reporting and evaluation of the Work Group. (Note: Feedback and comments, quoted from discussions and lesson observations, and data, qualitative or quantitative, will be anonymised before inclusion.)

Headteacher/senior leader	<i>Signature of headteacher</i>
Head of department	<i>Signature of head of department</i>
Mastery Advocate Teacher 1	<i>Signature of Mastery Advocate Teacher 1</i>
Mastery Advocate Teacher 2	<i>Signature of Mastery Advocate Teacher 2</i>

(Note: When the EoI form is emailed to your chosen Maths Hub, please copy all those above in confirmation of their electronic signature.)