

MATHS TSST COURSE



SLE PROFILE:

Shenila Abbas - SLE for Maths - Chiltern Learning Trust
Shenila has many years of experience in developing behaviour for learning systems and in KS3 and KS4 Mathematics. She has developed effective intervention strategies and effective teaching and learning practices. She has worked extensively in creating positive learning environments and in coaching Middle Leaders.

BACKGROUND OF SCHOOL:

Colleagues from any local schools could be delegates. There were mostly high school teachers on the programme, with one middle school colleague.

QUOTES:

'All of it was absolutely brilliant. It was both useful as it stood and also easy to alter to different topics.'
'I feel confident I can use the strategies in my teaching!'

METHOD: HOW?

The course is to train non specialist maths teachers to teach maths. I developed the course and decided to hold it as 4 twilight sessions. This was to take the burden off of schools for cover. When researching TSST programmes to develop mine, they all seemed to be about teaching maths content to the delegates, but I wanted to build a programme that helped them develop as outstanding maths teachers as I believed going through all the maths content would be time consuming and would be difficult to cater for all the needs of the delegates. I decided to concentrate on Key Stage 3 as most non specialist maths teachers will have Key Stage 3 classes. I wanted a course that was school based and where each delegate had a mentor who was an experienced, qualified maths teacher. The mentors are paid for their time and they are expected to have mentor meetings with the delegate. They also help them through joint planning and lesson observations; both of the mentor and the delegate. We shared Google folders on the GoogleDrive where delegates uploaded all the required evidence. I supplied resources for all the delegates by giving them access to websites on line and they were given a set of textbooks for Key Stage 3. They were also given an extended learning opportunity after every session which had to be completed by the next session.

FOCUS FOR SUPPORT:

PURPOSE

AIMS

RATIONALE

WHAT + WHY

I would like to develop this course to national level. As it is the first time we have run this course I will be developing and improving the programme for next year.

We did have some teething problems; for example how would we see progress? We decided to go down the mentor observations route as both delegates and mentors were working teachers and we needed to take that into account and not add to the workload too much. We were pleased that we did, as the course has had such a positive response.

The high profile, nationally recognised external speakers who came in helped inspire the delegates to improve their teaching, lesson planning and resourcing of lessons.

The non specialist teachers have also had the opportunity to network with other schools. Before the delegates attended the course they had to complete a subject audit to identify their weak areas in pedagogy. This helped them recognise which areas of maths they were weak on and needed to work on with their mentors. The structure of the course also covered these areas; Session 1- Number and algebra and lesson planning. Session 2 - Craig Barton (mrbartonmaths.com) Key areas delivered were deliberate practice, focused thinking, making the most of worked examples. Session 3 - Literacy in maths and working through a foundation exam paper. Looking at starters and plenaries. Session 4 - Darren Carter (mrcartermaths) Shape and data at Key Stage 3.

NEXT STEPS:

So far we have positive comments on all the sessions delivered. 100% of the delegates have found the programme beneficial to their teaching of maths.

IMPACT / RESULTS:

EVALUATION: