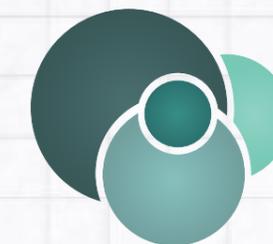


Optional preparatory work

There are various ways a school can engage with its local Maths Hub to start developing teaching for mastery. Some go straight into a Development Work Group as described below. Others get involved when one of their teachers trains to become a Mastery Specialist. A third route, which can come before or alongside the pathway below, involves joining a more tailored Work Group, for example:

- Mathematical Thinking for GCSE
- Years 5–8 Continuity
- Years 7-11 Coherence
- Secondary Subject Leadership



Development

Year 1

Mastery Advocates develop their own thinking and practice, and begin to support departmental developments.

Development Work Groups

Two teachers from each of two schools become 'Mastery Advocates' within their own departments, working closely with a Mastery Specialist to understand the principles and practices associated with teaching for mastery.

Work may include:

- Planning lessons or longer units of work
- Supporting other members of the department
- Developing schemes of work and departmental systems and structures

Each school receives:

- Funding towards the costs of releasing Advocates
- Bespoke support from a Mastery Specialist
- Time working collaboratively in the Work Group

Secondary Mastery Specialists

A separate way for schools to develop teaching for mastery is for an individual maths teacher to become a Secondary Mastery Specialist. This sometimes happens after a school has been part of a Work Group.

During the two years of training, these teachers develop their own practice and that of their department. From the third year onwards, having received an NCETM accreditation to lead professional development, they lead Work Groups consisting of teachers from other schools.

At all times, they are supported by their local Maths Hub, and their school receives funding for work.

Embedding and Sustaining

Year 2

Advocates and departmental members work together.

Membership of a professional learning community of schools.

Embedding and Sustaining Work Groups

Advocates and their departments (usually four to six) who have participated in a Development Work Group continue to work with a Mastery Specialist.

Work may include:

- Constructing and implementing a coherent development plan
- Collaborative design of lessons and schemes of work

Each school receives:

- Funding towards the cost of releasing teachers
- Support from a Mastery Specialist

Embedding and Sustaining

Year 3 and beyond

Working together on planned developments within a professional learning community of schools.

Embedding and Sustaining Work Groups

Continuation of membership of a professional learning community of other departments, with meetings facilitated by a Mastery Specialist.

Advocates and their departments work on their department's plans, as well as engaging in professional development activities which harness the expertise and experience of members of the group.