

Further Mathematics Teacher Projects

The National Centre for Excellence in the Teaching of Mathematics (NCETM) and the Further Mathematics Support Programme (FMSP) are committed to the idea of collaborative teacher enquiry as part of the landscape of professional development.

To this end the National Centre is looking to support a number of small, short term projects for Further Mathematics teachers, in a similar way to other projects. We believe this experience will lead to participants wishing to take teacher enquiry further in the future. We can offer small amounts of funding (no more than £1000) together with some online support from a member of your NCETM regional coordination team to start you off and support you in your teacher enquiry.

For more information, read on.

Teachers become involved in different levels of professional development at different stages in their careers. For some, the idea of undertaking a large-scale teacher enquiry project might seem a little daunting. Maybe you do not consider yourself to be a teacher enquirer...but you can be.

- Would you like to set up a small scale classroom-based research or teacher enquiry project to help you develop your teaching skills?
- Are you interested in working with a group of colleagues, either in your own school/college or as part of a cross school/college network?
- Are you willing to let others know what you did and what you learnt from the process at the end of your project?
- Would you like some support to help you get started and keep on track?

If this is the case then the Regional Projects Programme is perfect for you. If you are interested, this is what you need to do:

Fill in the [downloadable application form](#), indicating, in as much detail as you can, what you are interested in, who might be involved and any ideas you have for the way you wish to work;

If you haven't already done so, join the NCETM and add details of your NCETM username to the online form;

email the completed form to Sue de Pomerai (suedepomerai@furthermaths.org.uk)

If your proposal is approved we will let you know and will arrange for your NCETM regional coordinator to contact you support you (through online and telephone support: face-to-face in exceptional circumstances) throughout the life of your project and, in particular, to act as a critical friend when you are producing a final report of how you got on and what you have learnt. We will also inform your FMSP Area Coordinator who will be happy to offer support and advice relating to Further Mathematics.

So why not try out a Regional Project and maybe move on to a larger scale project in future?

Here are some examples of regional projects that teachers have been engaged in and what they got out of it:

Practical activities produced collaboratively

A network of teachers from Mathematics departments in Shropshire and Telford and Wrekin working together to develop and encourage greater use of collaborative activities in maths lessons through the production and sharing of 'ready to use' practical resources.

Each member of the Network prepared and submitted up to three collaborative

activities...then we all had twenty eight 'ready to use' resources back in return. The activities were co-ordinated at the initial face-to-face meeting. The NCETM funding gave our project momentum. The NCETM portal has proved to be an easy and effective way to share resources and communicate electronically".

(Graham Charles, Head of Mathematics at Church Stretton School.)

[Developing a "thinking skills" resource for C4 mathematics using collaborative approaches](#)

This project aimed to produce active learning material for both the parametric equation and vector topics on C4 drawing on the "thinking skills" approach using collaborative working. A team of six staff worked in small teams to create and produce the resources.

"Working in a team is a useful and enjoyable experience – in particular seeing how other staff go about thinking and producing materials".

"It was useful to have my own materials scrutinised by others"

"Helpful to share ideas and to clarify what we were trying to achieve"

"Reflect with another maths teacher on ordinary didactic teaching".

(Staff at the Sixth Form College, Colchester)