

## The National Centre for Excellence in the Teaching of Mathematics

The National Centre for Excellence in the Teaching of Mathematics (NCETM) has been set up to ensure all teachers of mathematics, from early years to the post-compulsory sector, have access to high quality continuing professional development (CPD).

The NCETM aims to:

- raise the professional status of all those engaged in the teaching of mathematics, and
- raise standards by supporting mathematics-specific CPD so that the mathematical potential of learners can be fully realised.

The NCETM believes that effective mathematics CPD has three interrelated strands:

- broadening and deepening mathematics content knowledge
- developing mathematics-specific pedagogy (which includes appreciating how learners engage with mathematics and likely obstacles to progression), and
- embedding effective mathematics pedagogy in practice.

Key to the Centre's agenda are:

- an unerring focus on developing excellence in the teaching of mathematics across all phases of education
- identifying and signposting professional development opportunities and sharing evidence of their effectiveness
- providing a forum for teachers of mathematics to share successful practice
- placing teachers' needs and goals at the core of the Centre's work and ensuring they are able to develop ownership of its provision, and
- joining with partners to influence policy around workforce development.

The NCETM offers teachers and educators in schools and colleges across England, face-to-face contact with a team of Regional Coordinators who run events, create and support networks and provide advice.

At the same time, the NCETM portal offers interactive professional learning through a wealth of CPD resources, and acts as a forum where teachers can 'meet' and share experiences and successful practice throughout their career.

The Centre also funds and publishes research into effective mathematics teaching practices and CPD. Teacher enquiry in the classroom is also supported by the Centre and findings are shared via the portal. Such research both informs the NCETM's strategy and acts as a form of CPD in its own right.

In the long term, the Centre will work to ensure that within a clearly articulated system of accountability and rewards, CPD for teachers of mathematics is both an entitlement and a responsibility.

All members of the mathematics community are encouraged to join the NCETM by registering online at [www.ncetm.org.uk](http://www.ncetm.org.uk)

\*The NCETM was set up in England by the UK Government as a national infrastructure to provide effective strategic leadership for mathematics-specific CPD. It is working with Government and partners both nationally and regionally to facilitate its work with teachers and school and college leaders.