



Types of school and professional development activity

<p>Work Group</p>	<p>Work Groups have an emphasis on collaborating to support school or department-wide development in maths, as well as supporting individual professional learning and development. Participants develop their own practice by trying out new approaches in their own classrooms, and work with their colleagues in school to share ideas and establish approaches across their school or department. They also meet regularly during the year to collaborate with their peers locally. Work Groups are led by a local teacher (or former teacher) expert, who is experienced in both maths education and in leading teacher professional development.</p>
<p>Programme</p>	<p>Programmes support individuals in their professional development. There are two types: Specialist Knowledge for Teaching Mathematics (SKTM) programmes, where individuals develop specialist knowledge to improve their practice; and local leaders of mathematics education (LLME) development programmes, to equip practitioners to lead work with teachers and schools. Both involve participants joining a national or regional cohort of colleagues from other schools or colleges, and exploring centrally-produced NCETM materials.</p>
<p>Community</p>	<p>Professional learning communities also emphasise supporting individual teachers or leaders of maths in their professional development. Participants collaborate formally and informally, over a sustained period of more than a year, to deepen their understanding of maths culture, curriculum, pedagogy and professional development. Regional Community Leads establish a professional learning culture that creates professional dialogue and mutual support, offering their own expert input where appropriate.</p>
<p>Targeted Support in Maths</p>	<p>Targeted Support in Maths supports primary and secondary schools to make sustained change in maths through a bespoke offer over a sustained number of agreed days. Support partners from the school's local Maths Hub will work with participating leaders to develop their understanding and practice of developing maths, underpinned by the key features of the EEF implementation process. Leaders will meet regularly with their support partner over a planned period of time and will collaboratively explore, plan, deliver and evaluate a development focus in maths. The collaborative relationship between the school leader(s) and the support partner aims to develop a long-term professional learning relationship between the school and Maths Hub.</p>