

Subject Specialism Training: Maths

A DfE funded and JMC approved programme for non-specialist teachers (or potential teachers) of maths

The Trinity Teaching School Alliance Mathematics Teacher Subject Specialism Training (TSST) programme will equip teachers with the **subject knowledge** and **pedagogical understanding** they need to be effective mathematics teachers.

Participants will be supported to engage in a wide range of mathematical activities some of which will challenge their understanding. Every workshop will include key pedagogical strategies including the use of concrete resources, representations and structures that elicit mathematical reasoning.

The programme is spaced over 4 months to allow participants time between workshops to work on follow up tasks that will develop their mathematics. During the programme the participants will be asked to complete an in school task where they arrange to discuss, observe, and reflect on a lesson taught either by a capable colleague or by a Lead Practitioner in one of the schools in the Trinity MAT. The programme will run several times throughout the year.

Programme Overview & Dates for Cohort 1

Pre-course Tasks: Audit and Initial Maths Challenges

Workshop 1: Wednesday 9 January 2019

Bar Modelling and Fractions

Workshop 2: Wednesday 23 January 2019

Fractions, Decimals, Percentage with links to Angle and Proof

Workshop 3: Wednesday 6 February 2019

Ratio and Proportion with links to Similarity, Algebra and Directed Number

Workshop 4: Wednesday 6 March 2019

Pythagoras and Trigonometry
Algebra and Graphs plus Portfolio Review

Venue & Timings:

The Maltings, Halifax HX2 0TJ

All sessions will run from 9.00am until 4.00pm

The Commitment of the School

- To release the teacher for workshops.
- To release the teacher for a half day school based task.

To apply or to check your eligibility

Please contact Corinne Angier, Trinity Teaching School Alliance

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Feedback from Participants

Thank you for this excellent course. I have been on and led a lot of CPD over the years but this one has been a real game changer for me. Every session has given me new ways, strategies etc. to improve the teaching of maths.

I do feel that I am prepared to take on a GCSE foundation class in September and the approaches I have learnt so far on the course have really helped me approach a number of questions in the Foundation paper.

I am getting better at trying new methods and seeing if they work. I am less reluctant to shift from my own tried and tested models of teaching to incorporate a variety of approaches.

I loved the running theme of problem-solving. I feel more confident to try out problem-solving activities in my classroom now, and, ... I have a bank of suitable activities and know where I can find more.

I enjoyed the fact that the activities were mainly group activities which gave me the opportunity to work with my class colleagues and build a good relationship.

We used lots of practical and visual demonstrations to explain difficult concepts some of which were topics that I had not been able to understand fully as a student.

It was great because having to write a journal log following each session and its corresponding follow up tasks really made me think about my strengths and weaknesses, thus helping me identify areas of my knowledge that needed developing. It was also nice to read the responses as they were always personal to me based on my feelings and experiences during and outside the course sessions.

A good choice of topics. The introduction of bar modelling was great to add to my tools.

Reflections made me take time to see what I had done.

The feedback was really helpful.

I found the practical approach to the workshops excellent and challenging.

I have used the resources provided and the puzzles that we did at the beginning of each session have proved to be brilliant starter activities.

I have thoroughly enjoyed the course and I feel more confident in teaching maths with lots of ideas and teaching methods to try. Thank you so much for the opportunity to enrol on the TSST course.

