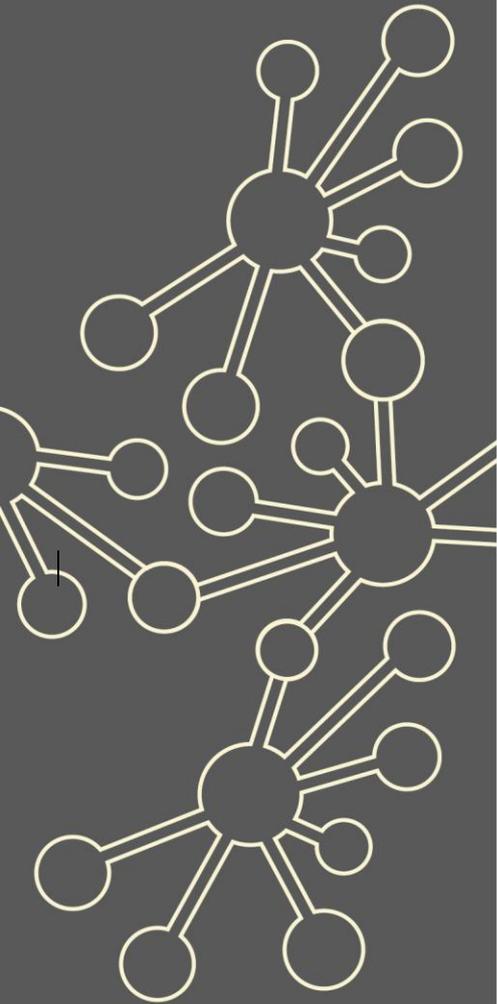


Specialist Knowledge for Teaching Mathematics – Early Years Teachers

Maths Hubs Network Collaborative Projects 2021/22

NCP21-25



Outline

This project is designed to support Early Years teachers in developing specialist knowledge for teaching mathematics, thus enabling them to understand, teach and support pupils in maths in the classroom.

Details

What is involved?

There are two types of SKTM Early Years pathways:

- Pathway One: Number Patterns and Structures
- Pathway Two: Pattern, Shape, Space and Measures.

Each pathway has three core elements, three associated pedagogy sessions, and a task to support the transition from theory to practice. There is also a final core unit that aims to review quality provision. The intention is that each pathway is the equivalent of a four-day programme.

Who can take part?

These programmes are designed for individuals who would like to develop their specialist knowledge for teaching maths to three to five years olds. This may be particularly relevant for NQTs, teachers that have moved phases, or teachers that have not received maths-specific training.

What are the benefits?

Participants will:

- ✓ develop enhanced maths subject knowledge with a particular emphasis on developmental progression in the Early Years to ensure sequences of learning are cohesive
- ✓ consider the learning opportunities and pedagogical approaches across the wider provision – reviewing and enhancing the opportunities to promote mathematical learning across the provision.

What is the cost?

The SKTM – Early Years Teachers project is fully funded by the Maths Hubs Programme so is free to participating schools.

Covid-19 Recovery

Many positive lessons were learnt from online collaboration during Maths Hubs activity in 2020/21. These will be built upon in 2021/22.

As the impact of the pandemic hopefully recedes, the result for Maths Hubs work will be a blend of face-to-face activities and frequent online collaboration.



The wider context

'Early Years settings and schools should invest in developing practitioners' own understanding of mathematics, their understanding of how children typically learn, and how this relates to effective pedagogy.' – EEF KS1 Guidance Report. It has long been recognised that maths teaching is enhanced when the teachers are confident about the subject matter. Seabourne's work over the period of 2004-06 found that Subject Knowledge Enhancement (SKE) courses led to 'improvements in subject knowledge, attitude, understanding and confidence'. Gibson, O'Toole, Dennison & Oliver's (2013) report on SKE courses across all subjects in which SKE is offered finds that levels of subject knowledge and confidence in the subject are dramatically enhanced on completion of SKE courses. Maths Hubs work with a range of partners to ensure there is effective professional development of new teachers of maths in primary and secondary schools (and other maths classroom practitioners), so that they have the specialist knowledge required to support the learning of maths. This project is offered to impact on developing the subject knowledge and pedagogical knowledge for all practitioners teaching and supporting the learning of maths.

Expectations of participants and their schools

Participants and their schools must be able to commit to the full academic year's programme. This is likely to involve some face-to-face activity alongside online collaboration.

Register your interest

Register your interest for EYFS Teacher Specialist Knowledge for Teaching Mathematics [here](#)

About the Maths Hub:

North-East Hants and Surrey Maths Hub is led by St John the Baptist School, Woking and runs a large programme of Work Groups and events throughout the year with the aim of improving Maths teaching, leadership and professional learning practice to transform Maths education.

For more information please contact mathshub@sjb.surrey.sch.uk

