

Researching Effective CPD in Mathematics Education (RECME) Project

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A National Project by the National Centre for Excellence in the Teaching of Mathematics

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Information for Teachers Joining the Project – September 2007

Background

In 2002 the Advisory Committee on Mathematics (ACME) produced a report on Continuing Professional Development for teachers of mathematics. One of the recommendations was that “We wish to see more professional development for teachers that seeks to broaden and deepen mathematical knowledge and to integrate this with study of learning and with teaching approaches. The notion of ‘unpacking’ mathematics to focus on the processes of doing mathematics rather than only on learning outcomes is crucial”

In 2006 the National Centre for Excellence in Teaching Mathematics (NCETM) was launched with the broad aim of enhancing mathematics teaching and learning, in schools, colleges, universities and other organisations, through high-quality continuing professional development (CPD).

The NCETM is also concerned with researching professional development in mathematics and aims to develop a culture of research being part of CPD by encouraging teachers to become active researchers and supporting them in doing so.

What is the Researching Effective CPD in Mathematics Education (RECME) Project about?

This project will research a wide range of professional development activities, and draw conclusions about the complex interrelated factors that contribute to initiatives that seem to be effective. The project runs from September 2007 to March 2009, with data collection taking place in the academic year 2007 to 2008. It is led by a Project Director (Els De Geest) and three researchers, supported by the National Centre team. This is the largest UK research project into CPD in Mathematics Education to date. The outcomes of the study will inform future professional development provision and impact on policy making and management of CPD in education.

Findings will be communicated to a range of audiences including practising teachers, researchers and policy makers.

The research will be guided by the normal ethical and data protection guidelines.

What are the plans?

Thirty existing and ongoing professional development initiatives across England will be researched for a year, led by the research team with teachers acting as co-researchers. The research design will be informed by a literature review of the existing research on professional development for mathematics teachers.