



## Newsletter 2: May 2008

### Quick update - where are we now?

We have visited most of the 32 initiatives taking part in the RECME project at least once. In these visits we observed what happens in your CPD meetings, and have written notes to share with the organiser of the CPD. Read the snapshot of one of the initiatives below.

From each initiative two teachers are working more closely with us. During this term we are visiting these teachers in their school or college, observing them teach and interviewing them.

Later this term we are collecting more data in an exciting new way; through discussion and debate in a summer residential.

The RECME microsite on the portal has been updated and is looking really good. You can find out more about all aspects of the research project on the portal.

### The teacher's voice

Throughout this project, we have emphasised that we want to reflect the things that are important for the teachers who are taking part in professional development initiatives.

Do you feel that you have had the opportunity to tell us what you think? If not, have you completed the questionnaire?

Do you have more to add?

We welcome contributions to the RECME discussion list.

### The portal

The RECME presence on the portal has had a make-over and now has an easy-to-remember address: [www.ncetm.org.uk/recme](http://www.ncetm.org.uk/recme). It has four main sections.

**The initiatives**- lists all the initiatives, and can be viewed by area or phase

**The research** - about the research process

**Newsletters and publications** - provides links to pdfs of all newsletters and publications

**The literature** - outlines the review of the literature

Still to come! We are building a library about CPD for mathematics teachers to read – books, journal or news articles, reports and so on. These are the things we have chosen to recommend for a particular reason and we are explaining what our reasons are. But we want this library to be a joint effort – we need your help; what would YOU recommend for people to read, and why? If you have a contribution email [recme@ncetm.org.uk](mailto:recme@ncetm.org.uk)

### Questionnaire

Our online questionnaire was launched in May, and we are delighted with the response we have had so far. Some of the responses you have contributed are wonderfully detailed and thorough, and all the data will be really valuable in helping us to represent your voice.

If you did not get a chance to complete the questionnaire, it is still online and that means that you still have a chance to add your voice to the data. If you need a paper copy, please email [recme@ncetm.org.uk](mailto:recme@ncetm.org.uk)

### Summer residential

Some of the participants in our initiatives have been invited to a 24 hour summer residential at Eastwood Hall, near Nottingham, and we are looking forward to a novel, interesting and enjoyable way of collecting the last tranche of data in this phase of the project.

### Snapshots of our initiatives

Details of all our initiatives can be found on the portal. In this newsletter, we are telling you about one of the initiatives; others will feature in future newsletters.

#### Writing Skills and Strategies in Mathematics

This initiative involves the entire mathematics department in a school in Devon. The members of the department are researching ways to encourage pupils to develop their writing skills in mathematics led by the subject leader and second in the department. They usually meet formally every four weeks using some of their departmental meeting time to discuss and share ideas, and informally on a daily basis. Individual members of the group bring their updated evaluations of writing in mathematics. They are also in the process of writing a study plus unit of work. The desired outcome is for pupils to be able to communicate their mathematical knowledge more effectively.



A teacher  
ponders some  
student work